REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION

IN THE

BOMBAY PRESIDENCY

FOR

THE YEAR 1878-79.

Bombay:
PRINTED AT THE GOVERNMENT CENTRAL PRESS.

1879.

CONTENTS OF REPORT.

	Page.
Annual Statistics—	
Income	1
Expenditure	2
Budget Allotment (Provincial)	3
Provincial Expenditure	4
Objects of Expenditure	5
Expenditure from Local Funds	9
Grants-in-aid	10
Buildings	10
Book Depôts	12
Total Expenditure on Education, Science and Art	14
Results of Expenditure	15
Distribution of Educational Institutions	16
Increase and decrease of Schools and Scholars	18
The University	20
Arts Colleges	23
Special Colleges	27
Technical Schools	29
Matriculation	31
High Schools	35
Middle Class Schools	42
The Study of English and Classical Languages, &c.	50
Vernacular Schools (Boys')	51
Night Schools	61
Indigenous Schools	61
Hindustáni Schools	63
Police and Jail Schools	64
Girls' Schools	65
Training Colleges and Normal Schools	70
Schools in Native States	73
The Education of Chiefs and Minors	77
Rájkumár College	80
Table of Castes	81
Inspectors' Returns of Examinations	83
Educational and General Literature	86
Resolutions of Government	87
Conclusion	87
Appendices	89
Resolution of Government on the Report	129

REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

FOR THE YEAR 1878-79.

THE total sum (exclusive of balances) which formed the income of the Educational Department in 1877-78 and 1878-79 was as under :—

	1877-78.	1878-79.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Funds	*11,43,924	†10,51,728	...	92,196
Cess	7,29,554	7,13,652	...	15,902
Fees ... Provincial	‡1,54,986	§1,57,554	2,568	...
Fees ... Local	1,09,548	1,14,585	5,037	...
Funds of Native States	1,65,298	1,76,105	10,807	...
Popular Subscriptions	8,244	7,709	...	535
Municipal Assignments...	56,698	62,751	6,053	...
Interest on Endowments	53,681	57,843	4,162	...
Miscellaneous	18,897	21,062	2,165	...
Total of Local Funds ...	12,96,906	13,11,261	30,792	16,437
GRAND TOTAL ...	24,40,830	23,62,989	30,792	1,08,633

The decrease in the Provincial expenditure is fully explained in subsequent paras. The decrease in cess receipts is due to the fact that large arrears were recovered in 1877-78. The increase in fee receipts is due to increased receipts under High Schools and certificate fees, and also to the reimposition of fees remitted in Vernacular Schools during the famine. The increase from Funds of Native States is due to the opening of 55 new schools in the Native States of the Northern Division. The decrease in Popular Contributions is mainly owing to a falling off in the contributions for the Sardárs' High School, Belgaum. The increase under Municipal assignments is due to an increase in the contribution of the Bombay Municipality towards primary schools, and to the inclusion of the expenditure on the municipal schools in Sukkur. The increase in the interest on endowments is due to the investment of balances and to the recovery of arrears of interest. The increase under miscellaneous is due to larger refunds from the Book Depôt on account of establishment.

Under fee receipts, the most suggestive items are the receipts from the Elphinstone and Poona High Schools. The Elphinstone School shows Rs. 29,237 against Rs. 27,796 in the previous year, and the Poona fees have risen from Rs. 9,146 to Rs. 10,186. Under Colleges, there is a small increase shown by the Arts Colleges, but the Special Colleges show a falling off. The figures for Colleges during the last five years are :—

* Inclusive of Rs. 78,149, the expenditure on the University and Grant Medical College.
† Do. Rs. 62,475-1-9 do. do. do. and Medical School at Poona.
‡ Do. Rs. 11,970, the fees of the Medical College.
§ Do. Rs. 10,000 do. do.

	1874-75.			1875-76.			1876-77.			1877-78.			1878-79.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Elphinstone College ...	13,383	10	8	12,730	14	2	13,194	8	1	13,229	0	4	18,702	11	1
Deccan College	4,739	14	0	4,895	2	0	3,999	0	0	3,546	0	0	4,572	2	0
Law School	2,332	8	0	2,265	0	0	3,232	8	0	3,380	0	0	2,725	0	0
Grant Medical College ...	5,035	0	0	7,715	0	0	7,425	0	0	11,970	0	0	10,000	0	0
Poona Civil Engineering College	3,866	0	0	4,681	0	0	5,372	0	0	5,823	8	0	5,250	0	0
Total ...	29,357	0	8	32,287	0	2	33,223	0	1	37,948	8	4	36,249	13	1

2. The expenditure of the Department during the year 1878-79 was as follows :—

On what account.	From Provincial Funds.			From Local Funds.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Direction and subsidiary charges... ...	36,807	4	6	.....			*36,807	4	6
Inspection and subsidiary charges ...	1,56,423	14	7	27,849	10	4	†1,84,273	8	11
Instruction (including all educational expenditure not coming under the above heads)	8,58,497	9	6	12,12,515	10	3	‡20,71,013	3	9
Total ...	10,51,728	12	7	12,40,365	4	7	22,92,094	1	2

3. The total expenditure from Departmental Funds including charges for the University and Grant Medical College shows a decrease for the year as under :—

	1877-78.			1878-79.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
From Provincial Funds..	11,43,924	12	9	10,51,728	12	7	.....			92,196	0	2
From Local Funds ...	12,38,697	14	3	12,40,365	4	7	1,667	6	4	.....		
Total ...	23,82,622	11	0	22,92,094	1	2	1,667	6	4	92,196	0	2
							Deduct—Increase... ...			1,667	6	4
							Net Decrease... ...			90,528	9	10

Taking Provincial and Local Funds together, I find the net decrease distributed as under :—

	Rs.	a.	p.
Direction	5,852	10	7
Inspection	19,009	4	2
Instruction	65,666	11	1
	90,528	9	10

* This includes salaries and travelling allowance (Rs. 33,791) drawn by the Director of Public Instruction and his establishment, and the amount spent on contingencies (Rs. 3,016-4-6).

† This includes salaries drawn by Inspectors, Deputy Inspectors, and their establishments; also travelling allowances and contingencies.

‡ This includes salaries of Professors and Masters, Scholarships, expenses of the Book Department and Translation Department, grants for building school-houses, grants made to private institutions, contingencies, expenditure on education from the Dakshina Fund, and other miscellaneous charges; also charges on account of the University and Grant Medical College.

N.B.—The expenditure of Rs. 5,174-3-4 on account of the Reporter on the Native Press, and of Rs. 2,554-5-8 on account of Dakshina to Brahmins and allowances to the Dakshina Examiner and his establishment, is not entered as these are not educational charges.

4. The Budget allotments of Provincial Grants and the expenditure under each head were as under :—

	Allotment.	Expenditure.	Excess.	Saving.
	Rs.	Rs.	Rs.	Rs.
Direction and subsidiary charges...	37,800	36,807	...	993
Inspection	1,88,300	1,61,900	...	26,400
University	32,700	31,400	...	1,300
Colleges or Departments of Colleges	*2,37,550	2,31,058	...	6,492
Normal Schools	44,450	43,199	...	1,251
Technical Schools...	31,020	24,633	...	6,387
Boys' Schools — High Schools	2,33,660	2,23,546	...	10,114
Boys' Schools — Anglo-Vernacular, 1st Grade ...	90,740	86,121	...	4,619
Boys' Schools — Anglo-Vernacular, 2nd Grade ... / Lower Class, Primary	2,55,340	13,438 / 2,28,108 / 14,810	1,016	...
Girls' Schools for Natives				
Grants-in-aid — On system of payment by results	70,000	67,716	...	2,284
Grants-in-aid — Other grants for instruction ...	†20,140	19,640	...	500
Grants-in-aid — Building Grants ... ... / Buildings	55,350	21,268 / 3,166	...	30,916
Scholarships	‡35,650	35,862	212	...
Translation Department	11,980	11,226	...	754
Book Department...	11,560	11,547	...	13
Miscellaneous	§15,790	15,072	...	718
	13,72,030 (Estimate.)	12,80,517 (Actuals.)	1,228	92,741
Deduct—Departmental Receipts	2,09,800	2,28,789	18,989	...
Net allotment and expenditure	11,62,230	10,51,728	17,761	92,741
			Add ...	17,761
		Net saving to Provincial Funds on sanctioned grant ...		1,10,502

The decrease under *Direction* and *Inspection* is owing to the absence on leave of the Director and of the Inspectors of the Northern and Southern Divisions.

The cause of the decrease under *University* is a saving on establishment charges.

The decrease under *Colleges* is owing to the absence on leave of Professors Oxenham, S. Cooke, and Hathornthwaite.

The decrease under *Normal Schools* is owing to the closing of the Female Normal School at Hyderabad.

The decrease under *Technical Schools* is owing to the absence on leave of Mr. Griffiths, and to the fact that the Teachership of Pottery in the School of Art has not yet been filled up.

The decrease under *High Schools* is owing to the savings caused by the absence of permanent officers on leave.

The decrease under 1*st Grade Schools* is owing to the closing of the Gadag and Haliyál Schools and to savings caused by the absence of employés on leave.

The increase under 2*nd Grade*, *Primary* and *Girls' Schools* is owing to the adjustment of arrears on account of compensation for loss on excise revenue.

* Includes Rs. 11,220 from Dakshina Fund, and Rs. 33,680 for Grant Medical College.
† Do. Rs. 100 do.
‡ Do. Rs. 960 do. and Rs. 5,570 do.
§ Do. Rs. 5,848 do,

The decrease under *Grants-in-aid* on the system of payment by results is due to delay in the presentation of bills by school managers.

The decrease under *Other grants* for instruction is owing to savings on the sanctioned amount for the Furdonji School of Art at Surat.

The decrease under *Buildings* is owing to a reduction in the grants paid to private schools.

The increase under *Scholarships* is due to arrears for 1877-78 drawn in 1878-79.

The decrease under *Translation* is owing to reductions in the Kánarese Translator's Office.

The decrease under *Miscellaneous* is owing to a reduction in the expenditure from the grant for the encouragement of Literature.

5. The following table gives in detail the variations in the Provincial expenditure as compared with the figures for the previous year. In this table fees and other receipts have been deducted from the Provincial expenditure :—

	Actual Expenditure from Provincial Funds.			
	1877-78.	1878-79.	Increase.	Decrease.
Abstract.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and subsidiary charges ...	42,659 15 1	36,807 4 6	...	5,852 10 7
Inspection and do. ..	1,74,565 13 4	1,56,423 14 7	...	18,141 14 9
Instruction (including all educational expenditure not coming under the above heads)	9,26,699 0 4	8,58,497 9 6	...	68,201 6 10
Total ...	11,43,924 12 9	10,51,728 12 7	...	92,196 0 2
Detail of Instruction.				
University	41,568 8 7	31,400 4 5	..	10,168 4 2
Colleges or Departments of Colleges...	1,68,311 1 4	1,71,861 13 2	3,550 11 10	...
Normal Schools	41,843 11 11	43,184 7 1	1,340 11 2	...
Technical Schools	25,088 5 8	18,441 0 10	...	6,647 4 10
Boys' Schools — High Schools ..	1,15,180 9 2	1,23,689 4 2	8,508 11 0	...
Boys' Schools — Anglo-Vernacular 1st Grade	38,549 13 2	36,169 10 1	...	2,380 3 1
Boys' Schools — Anglo-Vernacular 2nd Grade	13,643 13 0	13,734 4 1	90 7 1	...
Boys' Schools — Lower Class, Primary..	2,30,666 10 11	2,28,215 11 0	...	2,450 15 11
Girls' Schools for Natives ...	10,241 12 0	14,810 8 8	4,568 12 8	...
Grants-in-aid — On the system of payment by results ..	70,340 0 3	67,716 6 10	...	2,623 9 5
Grants-in-aid — Other grants for instruction ...	67,740 0 0	18,740 0 0	...	49,000 0 0
Grants-in-aid — Building Grants ...	25,783 12 0	21,268 0 0	...	4,515 12 0
Buildings	4,197 5 2	3,165 14 0	...	1,031 7 2
Scholarships	35,796 10 0	35,862 7 8	65 13 8	...
Translation Department	11,985 14 0	11,227 6 10	...	758 7 2
Book Department	5,543 2 5	3,600 0 0	...	1,943 2 5
Miscellaneous	20,217 14 9	15,410 6 8	...	4,807 8 1
Total, Instruction ...	9,26,699 0 4	8,58,497 9 6	18,125 3 5	86,326 10 3
Add—Charges on account of direction and inspection	2,17,225 12 5	1,93,231 3 1	...	23,994 9 4
Grand Total ...	11,43,924 12 9	10,51,728 12 7	18,125 3 5	1,10,321 3 7
			Deduct—Increase ...	18,125 3 5
			Net Decrease ...	92,196 0 2

Most of the differences between the figures for the two years are explained by the facts stated in para. 4 above, but I may add that the charge for *Direction*

in 1877-78 included payments to me while on privilege leave and also payments to the Acting Director; that the grant for *University* Examiners was last year reduced from Rs. 30,000 to Rs. 20,000; that in 1877-78 the heading "*Other Grants for Instruction*" included Rs. 50,000 for special grants-in-aid of the endowment funds of the Máhím Orphanage and the Cathedral Choir School; that the increase under *Lower Class* Schools is caused by the transfer of the Sukkur Municipal Schools to the heading of Government Schools; that the decrease under *Book Department* is due to the fact that the Book Depôt now pays all establishment charges except the Curator's salary; and that in 1877-78 a special grant to the University of Rs. 5,000 for the purchase of Dr. Wilson's Library caused the figures under "*Miscellaneous*" to be larger than usual.

6. The next table gives a general view of the year's expenditure from all sources. Further details will be found in the annual tables printed separately. The total expenditure for the year, Rs. 29,81,611, shows a decrease of Rs.77,268, but of the total expenditure Rs. 6,89,517-11-11 were expended from private sources and from the funds of Native States not under our control.

Roughly divided, the total expenditure of Rs. 22,92,094 from funds controlled by Government officers gives the following percentages as the approximate shares of the establishments entered in the table:—

$1\frac{2}{5}$	University
$1\frac{3}{8}$	Direction.
8	Inspection.
$10\frac{1}{4}$	Colleges.
$2\frac{1}{10}$	Normal Schools.
$1\frac{1}{2}$	Technical Schools
$12\frac{1}{5}$	High Schools
$7\frac{3}{5}$	Middle Class Schools.
$40\frac{1}{4}$	Primary Schools.
$3\frac{1}{5}$	Girls' Schools (including Mixed Schools).
$3\frac{2}{5}$	Scholarships.
$5\frac{3}{5}$	Buildings.
$2\frac{1}{10}$	Miscellaneous

EXPEN

Nature of Establishment		Provincial Funds.	Local		
			Local Cess.	Endowments.	Subscriptions, &c.
1		2	3	4	5
		Rs a p	Rs a p	Rs. a. p.	Rs. a. p.
University		31,400 4 5			
Direction		36,807 4 6			
Inspection	British / Foreign	1,56,422 14 7	*4,632 4 7		
Colleges or Departments of Colleges affiliated to the University					
Arts	Government	89,680 7 2		42,700 1 11	
	Aided	1,825 0 0			
Law	Government	6,218 15 0		2,028 0 0	
Medicine		10,783 3 9			
Engineering		33,310 11 11			
Colleges or Departments of Colleges not affiliated to the University					
Medical Schools	Government	13,951 11 1			
Engineering		17,916 12 3			
Normal Schools					
For Masters	Government / Inspected	31,369 5 3			
For Mistresses	Government	11,815 1 10			
School of Art		15,441 0 10		5,000 0 0	
Other Technical Schools	Government	3,000 0 0	516 0 0		
	Aided	5,100 0 0			
Schools for Boys					
Higher Class, English	Government / Aided / Inspected	1,28,689 4 2 / 35,123 1 3		7,204 14 8	581 0 0
Middle Class Anglo Vernacular, First Grade.	Government / Aided / Inspected	36,169 10 1 / 12,603 14 3		1,956 15 6	1,710 8 0
Middle Class Anglo Vernacular, Second Grade.	Government / Aided / Inspected	13 784 4 1 / 3,700 0 0	15,816 8 11	1,978 15 9	1,576 15 5
Lower Class and Primary	Government / Aided / Inspected	2,28,215 11 0 / 5,052 10 2	4,50,128 12 1 / 1,616 9 6	139 11 2	500 10 6
Schools for Girls					
For Natives of India	Government / Aided / Inspected	14 810 8 8 / 5 394 3 2	28,724 15 8	29 8 0	
For Europeans and others	Aided	14,496 8 0			
Mixed Schools for boys and girls		3,096 2 0			
Scholarships and Prizes					
In Colleges	Government	23,847 4 3	†863 14 2	7 834 4 0	
In Schools, Government	High Schools	6,118 0 10	14,023 3 5	615 2 0	
	First Grade	1,617 1 0	11,772 8 9	170 0 0	
	Second Grade and Primary	10 0 0	3,810 5 4	753 11 6	
	Training Schools (Vernacular)	4,770 1 7	14,695 7 7		
Buildings	Government: Provincial	222 14 0			
	Government: Local	2,943 0 0	1,02,090 2 2		588 4 0
	Aided	21,968 0 0			
	Inspected				
Miscellaneous as per detail given separately		30,287 13 6	26,811 13 0		
Total		10,51,728 12 7	6,59,902 9 2	50,211 4 6	4,956 5 11

* For Local Fund Clerks in the Collectors' Offices
† For scholarships in the Engineering
‡ For ex-payers' children attend

DITURE.

Funds.				Funds not under Government Control.	Total
Municipal Grants	From Revenues of Native States.	Fees and Fines.	Miscellaneous.	Funds not included in foregoing headings.	
6	7	8	9	10	11
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs a p.	Rs. a p
.. .	....	....	....	....	31,400 4 5
.. .	...	....	....	....	36,807 4 6
.	..	5,468 4 0	7 6 6	....	1,65,931 13 6
..	18,322 9 6	.	....	6,508 15 6	24,831 9 0
....	....	19,274 13 1	447 0 0	.. ..	1,30,902 6 2
.. .	....	...	....	23,807 1 9	25,732 1 9
.. ..	....	2,725 0 0	....	....	10,971 15 0
....	....	10,000 0 0	..	....	20,788 3 9
...	..	5,230 0 6	....	....	38,560 11 11
..	....	. .	....	....	13,961 11 1
....	..	....	....	....	17,916 12 3
...	5,942 6 9	15 0 0	....	....	37,326 12 0
....	....	....	.. ..	6,047 11 5	6,047 11 5
. ..	....	....	....	....	11,815 1 10
....	....	1,192 8 0	..	....	21,633 8 10
..	....	....	4,305 13 1	....	7,821 13 1
.. ..	....	....	....	8,529 7 11	13,629 7 11
8,961 0 0	26,008 12 0	78,642 0 6	19 11 0	....	2,45,106 10 4
....	.. .	. .	..	1,74,857 6 10	2,09,980 8 1
.. .	.. ..	. ..	.. .	23,850 1 1	23,850 1 1
13,750 4 8	8,832 2 0	35,125 5 4	..	4,402 12 10	1,01,956 10 5
.	....	....	....	60,587 14 9	73,191 13 0
..	...	....	..	18,623 8 9	18,623 8 9
6,725 14 6	10,110 2 5	10,370 1 3	18 0 2	2,742 12 8	61,095 4 5
.. .	....	....	....	1,429 9 9	7,167 9 6
..	.. ..	....	..	6,624 1 7	6,624 1 7
31,147 14 0	96,917 9 4	1,03,714 8 6	57 6 4	40,407 6 7	9,56,229 0 6
.. .	..	.. .	....	11,290 12 1	17,959 15 9
..	....		.. .	1,04,778 6 11	1,04,778 6 11
500 0 3	4,779 9 9	709 15 0	....	3,380 10 2	53,025 3 6
...	.	...	....	22,432 15 8	27,727 2 5
..	..	.	.. ..	19,157 0 10	19,157 0 10
....	..	. ..	.. ..	31,412 9 9	45,909 1 9
	..	....	..	10,405 12 6	13,501 14 6
490 0 0	....	..	39 13 0	....	32,575 3 5
268 2 6	2,503 14 4	...	....	. ..	15,613 7 1
. ..	102 0 0	..	.. ..	....	3,661 9 9
.. .	.	....	.. ..	.. ..	4,574 0 10
600 0 0	3,234 13 7	.. ..	.. ..	. ..	23,300 6 9
.. ..	....	....	.. .	..	222 14 0
.. .	.. .	....	16* 9 10*	96,433 1 5	2,62,073 1 5
.. ..	..	....	....	..	21,268 0 0
.. ..	.	....	....	13,813 7 7	13,813 7 7
....	..	562 4 0	[8,946 12 10	. ..	66,569 11 4
61,438 3 11	1,76,843 15 8	2,72,139 11 8	13,863 1 9	6,89,517 11 11	29,61,611 13 1

and to the office of the Accountant General.
School, Hyderabad, Sind.
ing English Schools.

Detail of Miscellaneous.

	Provincial Funds.	Local Funds.			Total.
		Local Cess.	Fees and Fines.	Miscellaneous	
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Translation Department.	11,227 6 10	...	...	...	11,227 6 10
Book Department ...	3,600 0 0	...	...	7,947 5 8	11,547 5 8
Encouragement to Literature	7,450 0 0	...	...	...	7,450 0 0
Expenditure on Education from Dakshina Fund	4,648 3 0	...	...	...	4,648 3 0
Expenses on Boarding Houses for Vernacular Masters under training at Poona and Dhárwár	1,200 0 0	...	...	...	1,200 0 0
Pension Fund for Vernacular Masters, &c. ...	...	26,039 14 6	...	...	26,039 14 6
Gratuity to Miss Miles, late Mistress of the Female Normal School, Hyderabad	200 0 0	...	...	...	200 0 0
Sind Sudhar	...	...	...	999 8 10	999 8 10
Charges on account of Certificate Examination	...	...	562 4 0	...	562 4 0
Grant to Mechanics' Institute	800 0 0	...	...	...	800 0 0
Grant to Geographical Society	600 0 0	...	...	...	600 0 0
Agricultural Apprentices at the Model Farm, Bhadgaon	...	186 8 0	...	...	186 8 0
Refunds	...	583 6 6	...	1 14 4	585 4 10
Printing Forms, &c. ...	12 3 8	2 0 0	...	...	14 3 8
Reward paid to Miss Morris for passing Higher Standard Examination in Marathi	500 0 0	...	...	...	500 0 0
Total...	30,237 13 6	26,811 13 0	562 4 0	8,948 12 10	66,560 11 4

7. The details of expenditure on the University and Grant Medical College are as under:—

	Amount.		Decrease.
	1877-78.	1878-79.	
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Bombay University	41,568 8 7	31,400 4 5	10,168 4 2
Grant Medical College	*48,550 13 9	†33,662 1 5	14,888 12 4
Total ...	90,119 6 4	65,062 5 10	* 25,057 0 6

The expenditure on the University was divided as follows:—

	Rs.	a.	p.
Allowances to Examiners	20,000	0	0
Registrar and establishment	5,268	0	0
Contingencies	6,132	4	5
Total Rs.	31,400	4	5

	Rs. a. p.
* Provincial...	36,580 13 9
Fees	11,970 0 0
	48,550 13 9
† Provincial	23,662 1 5
Fees	10,000 0 0
	33,662 1 5

The expenditure on Grant Medical College was divided as follows :—

	Rs.	a.	p.
Salaries of Professors, Teachers, &c. ...	20,884	5	5
Establishment ...	3,175	7	4
Scholarships, stipends, &c.	4,598	5	4
Contingencies	5,053	15	4
Total Rs. ...	33,662	1	5

8. The expenditure from Local Funds is shown in the following statement according to Divisions :—

	Divisions	1877-78	1878-79	Increase.	Decrease
		Rs. a. p	Rs. a. p	Rs. a. p	Rs. a. p
	Central Division.				
From 1	Fees of Provincial Colleges and Schools .. .	1,09,883 11 10	1,10,918 4 6	1,111 8 7	
2.	Educational Cess Fund (including Fees of Cess Schools)	2,37,465 6 11	1,89,028 8 1	..	48,436 11 10
3	Subscriptions	2,289 9 11	1,999 8 0	..	289 6 11
4	Assignments from Municipal Funds .. .	17,385 5 4	21,667 5 0	4,282 2 8	.
5	Endowment Funds—				
	Elphinstone College	21,350 1 6	23,359 1 11	2,009 0 5	
	Elphinstone Institution	5,256 12 4	5,277 12 4	21 0 0	
	Grant Medical College	5,266 7 2	4,929 0 0		337 7 2
	Other Minor	13,225 13 0	11,540 13 1		1,684 15 11
6.	Miscellaneous	6,756 0 0	8,444 5 8	1,688 5 8	.
	Total ..	4,18,709 1 0	3,77,151 8 6	9,115 1 4	50,633 12 10
	North-East Division				
From 1	Fees of Provincial Schools . ..	7,836 14 4	7,398 5 0	...	438 9 4
2.	Educational Cess Fund (including Fees of Cess Schools)	1,54,792 6 2	1,30,072 11 6	....	24,719 10 8
3	Subscriptions	.	.	.	.
4	Assignments from Municipal Funds	1,428 0 0	1,868 0 0	440 0 0	.. .
5.	Endowment Funds				
	Dhulia High School	962 9 4	962 9 4	..	
	Sadashiv and Yamuna Scholarship	30 0 0	51 1 3	21 1 3	..
	Garud Prize	50 0 0	49 10 0	.. .	0 6 0
	Krishna Prize	12 0 0	2 12 0	.. .	9 4 0
6	Funds of Native States	2,400 0 0	2,400 0 0	..	.
	Total ..	1,66,511 13 10	1,42,805 1 1	461 1 3	24,167 14 0
	Northern Division.				
From 1.	Fees of Provincial Schools	19,560 2 9	20,787 7 10	1,227 5 1	.
2.	Educational Cess Fund (including Fees of Cess Schools)	2,26,220 13 10	2,66,953 10 5	40,734 12 7	..
3	Subscriptions	2,827 15 0	2,011 15 5		815 15 7
4	Assignments from Municipal Funds ..	12,376 0 6	12,126 14 6		249 2 0
5.	Endowment Funds	1,726 15 8	1 966 7 10	239 8 2	.. ..
6	Funds of Native States	1,62,790 10 2	1,74 443 15 8	11,653 5 6	..
	Total ..	4,25,002 9 11	4,78,314 7 8	53,876 15 4	565 1 7
	Southern Division.				
From 1	Fees of Provincial Schools . ..	10,456 6 0	10,639 5 6	182 15 6	..
2.	Educational Cess Fund (including Fees of Cess Schools)	1,05,966 10 9	1,18,119 1 2	12,152 6 5	...
3.	Subscriptions	2,545 4 0	715 3 6		1,830 0 6
4.	Assignments from Municipal Funds	3,890 0 0	4,580 0 0	690 0 0	.
5.	Endowment Funds—				
	Belgaum Sardárs' High School	865 13 0	964 9 0	98 12 0	...
	Dhárwár High School &c	861 5 7	624 4 7	...	236 1 0
6.	Miscellaneous (Dhárwár Industrial School) ..	3,822 4 7	4,378 12 4	556 7 9	.
	Total ..	1,28,436 11 11	1,40,051 4 1	13,680 9 8	2,066 1 6
	Sind Division.				
From 1.	Fees of Provincial Schools	7,299 3 9	7,887 5 0	588 1 3	.
2	Educational Cess Fund (including Fees of Cess Schools)	70,044 3 4	70,123 4 6	79 1 2	....
3	Subscriptions	281 0 0	240 0 0	.	41 0 0
4	Assignments from Municipal Funds . .	21,030 10 7	22,195 13 5	1,165 2 10	..
5	Endowment Funds	180 0 0	469 3 2	289 3 2	
6	Miscellaneous	1,200 4 5	1,094 5 2	....	105 15 3
	Total ..	1,00 035 6 7	1,02,009 15 3	2,121 6 5	146 15 9
	GRAND TOTAL .	12,28 607 14 3	12,40,365 4 7	79,255 4 0	77,587 13 8
			Deduct—Decrease	77,587 13 8	
			Net Increase	1,667 6 4	

The decreased expenditure from Local Funds in the Central Division is due to a smaller expenditure on School buildings and to savings in minor funds. Under Subscriptions there is a slight falling off, but there is a large increase under fees, municipal contributions, payments by the Book Depôt, and receipts from the Elphinstone Fund.

The decreased expenditure in the North-East Division is due to a large reduction under buildings, and to a slight falling off in fees. A slight increase is shown under Municipal Funds.

The increase in the Northern Division is due to expenditure on buildings and to an increase under fees and contributions from Native States. Under Contributions there is a slight falling off.

In the Southern Division there is an increase on account of School buildings and larger receipts from fees, municipal grants, and the Industrial School. The falling off under Subscriptions is due to a reduction in the subscriptions to the Sardárs' School, Belgaum.

In Sind the increase is due to larger fee receipts and to liberal grants from the Sukkur Municipality.

Grants-in-aid

9. The grants awarded during the year amounted to Rs. 63,310-6-10 against Rs. 64,579-8-3 in 1877-78. The decrease of Rs. 1,269-1-5 is due to smaller grants earned by schools for Europeans and Eurasians.

Awards are not always drawn during the year for which they are given, and the actual disbursements from the Budget Grant of 1878-79 amounted to Rs. 67,716-6-10.

The awards for the last two years were divided as under :—

	Colleges.		Schools for Europeans and Eurasians.		Schools for all Races and Castes.		Private Schools Carried on for Profit.		Total	
	Number.	Grant.	Number.	Grant.	Number	Grant.	Number.	Grant.	Number.	Grant.
1877-78	2	1,300	25	29,507	78	29,763	16	4,009	121	64,579
1878-79	2	1,825	24	27,679	77	29,873	18	3,933	121	63,310

In addition to grants paid by results, the usual fixed grants were paid to the institutions named below :—

	Rs.
Bombay Education Society's Byculla Schools (for Europeans)	5,280
Sir J. J. Pársi Benevolent Institution	6,000
David Sassoon's Reformatory	3,600
Sanskrit Class at Násik	100
Fardunji Parek's School of Art and Industry (Surat)	1,500
Rastomji Vamsetji's Gujaráti Schools	2,260
Total ...	18,740

Rs. 1,616 were given to Indigenous Schools from Local Funds, and Rs. 21,268 were paid by Government in building grants.

The total Government expenditure on aided institutions was, therefore, Rs. 1,09,340 against Rs. 3,44,747 expended from private sources.

Buildings

10. The following table shows the building operations in each Division during the year :—

	Expenditure.								
	Provincial.			Local.			Total.		
New Buildings.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Central Division	518	0	0	15,103	0	0	15,621	0	0
North-East Do.	750	0	0	4,099	0	0	4,849	0	0
Northern Do.	742	8	0	28,131	0	0	28,873	8	0
Southern Do.	.....			17,736	0	0	17,736	0	0
Sind Do. ...	132	8	0	998	0	0	1,130	8	0
Total ...	2,143	0	0	66,067	0	0	68,210	0	0

	Expenditure.		
	Provincial.	Local.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Grants-in-aid to Private Institutions.			
John Connon School	10,000 0 0	.....	10,000 0 0
Cathedral High School	10,000 0 0	.....	10,000 0 0
Scottish Orphanage, Máhim ...	768 0 0	.....	768 0 0
Belgaum Convent School .	500 0 0	.....	500 0 0
Total ...	21,268 0 0	.. .	21,268 0 0
Special and Ordinary Repairs.			
Central Division	222 14 0	11,398 0 0	11,620 14 0
North-East Do.	800 0 0	4,258 0 0	5,058 0 0
Northern Do.	.....	11,067 0 0	11,067 0 0
Southern Do.	.....	5,147 0 0	5,147 0 0
Sind Do.	.... .	4,760 0 0	4,760 0 0
Total	1,022 14 0	36,630 0 0	37,688 14 0
Grand Total ...	24,433 14 0	1,02,697 0 0	1,27,130 14 0

Of the total expenditure, Rs. 20,768 were spent on aided High Schools, Rs. 500 on aided 1st Grade Schools, Rs. 222-14-0 on Normal Schools, and Rs. 1,05,640 on Vernacular Schools.

The following is the table of expenditure of Provincial Funds on educational buildings in 1878-79, required by the Resolution of the Government of India, Home Department, No. 211 of the 3rd June 1871 :—

	Rs. a. p.
Expenditure from Department of Public Works Budget (Provincial)—	
(*a*) Repairs	11,944 0 0
(*b*) Minor works (up to Rs. 1,000)	2,376 0 0
(*c*) Large works (above Rs. 1,000)	*62,421 0 0
Total, Public Works Department Budget ...	76,741 0 0
Expenditure from Educational Budget (Provincial—see preceding para.)—	
(*d*) Repairs to Government Buildings	1,022 14 0
(*e*) Minor Government Buildings	2,143 0 0
(*f*) Minor Grants-in-aid (Rs. 1,000 and under)	1,268 0 0
(*g*) Large grants above Rupees 1,000	20,000 0 0
Total expenditure from Budget ...	24,433 14 0
Grand Total ...	1,01,174 14 0

* The following are the items of the expenditure for large works :—	Rs.
Elphinstone High School	57,979
New School of Art	3,214
Verandah to Peons' quarters in the Elphinstone College ...	1,228
Total Rupees ...	62,421

The cash account of the Sind Depôt stands thus:—

Receipts.	Rs. a. p.	*Disbursements.*	Rs. a. p.
Balance on 1st April 1878...	2,705 1 6	Refund to Central Book Depôt	1,000 0 0
Sale proceeds during the year	4,852 2 0	Purchase of Books, Maps, &c. .	3,346 12 7
Miscellaneous ...	4 9 3	Commission	479 3 2
		Contingent charges	255 10 6
		Balance on 31st March 1879 .	2,480 2 6
Total ...	7,561 12 9	Total ...	7,561 12 9

12. The following table contrasts the expenditure from Provincial and Local Funds on Education, Science, and Art, during the last five years. Figures for previous years will be found in Appendix A :—

	Number of Scholars.	Expenditure of Provincial Grants.	Expenditure of Local Funds.
		Rs.	Rs.
1874-75 ...	238,686	11,42,703	11,96,063
1875-76	250,712	11,36,326	12,60,219
1876-77	249,441	11,12,843	12,37,153
1877-78	248,140	11,43,925	12,38,698
1878-79	242,851	10,51,729	12,40,365

These figures do not, however, give the whole expenditure from local sources on schools and institutions connected with Government, and a more complete table (for the last five years) is therefore given below, which adds to the figures already noted the expenditure from private funds on aided schools, and the cost of schools belonging to Native States, inspected, but not managed, by the Educational Department. These additional figures are taken from returns submitted to Inspectors, and do not include the cost of any schools not under inspection :—

	1874-75.	1875-76.	1876-77.	1877-78.	1878-79.
	Rs.	Rs.	Rs.	Rs.	Rs.
Contribution from Public Revenues	11,42,703	11,36,326	11,12,843	11,43,925	10,51,729
Local Funds administered by the Department	11,96,063	12,60,219	12,37,153	12,38,698	12,40,365
Estimate of expenses from private funds of aided schools ...	3,15,699	3,51,110	3,74,900	3,41,863	3,44,747
Expenditure on Native State and other schools under inspection only	2,50,338	2,51,222	3,16,020	3,34,493	3,44,770
Total ...	29,04,803	29,98,877	30,40,916	30,58,979	29,81,611

13. The results of the expenditure on instruction during 1878-79 are shown in the following table, giving the number of schools and scholars, and the average attendance, &c :—

	Number of Colleges and Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to the Average Monthly Number
I.—COLLEGES AND SCHOOLS UNDER THE GOVERNMENT EDUCATIONAL DEPARTMENT.				
Colleges	6	755	723	·90
Medical School, Poona	1	81·4	74·0	·90
Engineering School, Hyderabad	1	17 1	14 1	87
School of Art	1	159·0	105 0	·66
Industrial School, Dhárwár	1	35·4	27·5	77
High Schools ... British	18	3,695 08	3,180·09	86
High Schools ... Foreign	4	303·80	242 80	79
Total	22	3,998·88	3,422·89	85
Middle Class Schools—				
1st Grade.				
British	27	2,895·5	2,456 49	·84
Foreign	6	497·7	399·40	·60
Total	33	3,393·2	2,855·89	·84
2nd Grade.				
British	40	5,586·2	4,266·0	·76
Foreign	10	904 9	615·8	68
Total	50	6,491·1	4,881·8	75
Lower Class Schools—				
British... Boys'	2,951	148,770·8	110,716·6	·74
British... Girls'	131	7,106 3	4,527·1	·63
Foreign ... Boys'	533	28,470·2	20,806·6	73
Foreign ... Girls'	27	1,107·9	637·7	·57
Night Schools.. British	20	687·8	414·3	·60
Night Schools.. Foreign	5	103·0	46·6	·45
Total	3,667	186,246 0	137,148 9	73
Vernacular Training Colleges—				
British	3	278·0	218·1	·78
Vernacular Training Schools. British	1	15·3	14·7	·96
Vernacular Training Schools. Foreign	1	59·6	50·9	·85
Total	5	352·9	283·7	·80
Female Training Schools	2	44·7	38·2	·85
Total, Government	3,789	201,574 68	149,575·78	·74

	Number of Colleges and Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to the Average Monthly Number.
II.—PRIVATE INSTITUTIONS RECEIVING AID FROM GOVERNMENT.				
Colleges	2	78·00	66·0	·84
David Sassoon's Reformatory	1	164·00	162·0	·98
School of Industry at Surat	1	28·00	20·0	·71
High Schools	22	3,360·20	2,757·8	·82
Middle Class Schools	30	3,472 90	2,920·8	·84
Lower Class Schools	38	3,133·90	2,403·2	·76
Female Schools...	39	3,733·30	2,687·8	·72
Night Schools	1	35·00	33·0	·94
Indigenous Schools	69	3,159·75	2,536·9	·80
Total, Aided	203	17,165·05	13,587·5	·79
III.—PRIVATE INSTITUTIONS NOT RECEIVING AID, BUT UNDER INSPECTION ONLY.				
High Schools	3	354·85	300·70	·84
Middle Class Schools	26	2,184·80	1,692·70	·77
Lower Class Schools	487	18,677·05	14,030·35	·75
Girls' Schools	52	1,672·15	1,022 82	·61
Night Schools	20	516·30	330·80	·64
Normal Schools	2	71·00	61·00	·86
Total, Inspected	590	23,476·15	17,438·37	·74
IV.—Police and Jail Schools	*23	1,622·00	674·2	41
GRAND TOTAL	4,605	243,837·88	181,275·85	·74

The totals for the last six years are as under:—

	Number of Schools and Colleges.	Average Monthly Number on the Rolls.	Average Daily Attendance.	Ratio of Average Daily Attendance to the Average Monthly Number.
1873-74	4,153	223,901	173,195	·77
1874-75	4,334	232,495	177,547	·76
1875-76	4,478	243,032	186,834	·76
1876-77	4,464	248,983	188,591	·75
1877-78	4,417	245,876	185,416	·75
1878-79	4,605	243,837	181,275	·74

14. The next table shows the distribution of all the Colleges and Schools connected with Government throughout the Presidency. It will be seen that figures for the Khyrpur, Janjira, and Baroda States have not been included, and that the returns for Rámdurg, Kurundvád, and Jamkhandi are incomplete.

* Includes 2 schools in Native States in the Southern Division.

DISTRIBUTION of Government Colleges and Schools, and of all Schools and Colleges aided and inspected by Government in the several Districts under the Government of Bombay, and in the States subject to administrative supervision.

Districts and Native States.	Vernacular spoken	Area in Square Miles	Estimate of Population	Number of Schools	Number of Scholars on the Rolls on 31st March	Average Number of Square Miles to each School	Per centage of Scholars to Population	Number of Villages.	Number of Villages with Schools	Increase or Decrease of the Year for each Division	
										Scholars Increase.	Decrease.
1	2	3	4	5	6	7	8	9	10	11	
Central Division.											
Poona	Maráthi ..	5,099	907,235	213	11,821	24 04	1 30	1,197	152	254	
Sholapur	Do .	3,926	662,986	116	4,287	33 83	0 65	649	106	.	361
Sátára ..	Do .	5,378	1,116,050	224	10,643	24 01	0 95	1,428	196	208	
Thána	Do .	4,052	847,424	155	7,582	26 14	0 89	2,264	134	279	
Kolába ..	Do	1,482	350,405	69	3,880	21 48	1 11	1,065	62	267	
Ratnágiri .	Do .	3,789	1,019,116	125	8,520	30 31	0 84	1,290	110		566
Bombay ..	Do and Gujaráti	18	644,405	108	14,406	0 17	2 24	1	1	467	
Akalkot State	Maráthi .	498	81,068	20	707	24 90	0 87	109	15	3	
Mudhumb Táluka of Miraj State.	Do and Kánarese	89	13,773	8	192	11 12	1 39	12	8		24
Pant Pratinidhi of Aundh State.	Maráthi .	213	68,335	15	401	14 20	0 60	71	15		17
Phaltan State ..	Do .	397	59,124	13	566	30 54	0 96	72	13	42	
Bhor State	Do ..	1,491	136 075	29	791	64 83	0 54	471	21	105	
Jath State .. .	Do .	700	70,665	12	407	58 33	0 58	117	14	34	
Jawhár State ..	Do ..	534	87,406	3	84	178 00	0 22	122	8	4	
Sávantvádi State	Do	900	190,814	40	1,809	22 50	0 98	227	35		11
										Total 1,661	979
Total, Central Division	....	28,565	6,204,901	1,143	66,097	24 99	1 06	9,005	883	Decrease of Schools Increase of Scholars	7 682
North East Division										Scholars Increase.	Decrease
Khándesh .	Maráthi .	10,162	1,028,842	275	14,208	36 9	1 38	3,447	248		2,548
Ahmednagar ..	Do ..	6,047	773,098	194	7,804	34 2	1 00	1,87	177		82
Násik .	Do ..	7,189	687,353	161	7,926	44 5	1 15	1 453	140		388
Peint State .	Do ..	960	47,033	8	521	120 0	0 63	215	8	5	..
										Total .. 5	3,018
Total, North East Division		24 049	2,536,966	648	30 451	39·1	1 19	6,520	573	Increase of Schools Decrease of Scholars	20 3,008
Northern Division.										Scholars Increase	Decrease.
Surat	Gujaráti .	1,588	597,087	284	16,426	5 59	2 79	859	218		40
Broach	Do .	1,468	3 0,422	208	9,667	6 5	2 75	415	184		659
Kaira .	Do	1,561	782,739	140	13,718	8 92	1 76	591	160		1,285
Ahmedabad .	Do .	3,844	829 687	185	12,985	20 77	1 54	904	161	106	..
Panch Mahás ..	Do ..	1,874	247,580	39	2,5..2	48 05	1 00	752	37		167
Camp Baroda	Do .	.	1,766	1	99		5 60	1	1	..	24
Camp Deesa .	Do ..	..	5,940	2	99		1 70	1	1	.	12
Káthiáwár Agency	Do	20,838	2,912,629	546	24,200	37 45	1 00	4,879	446		3,921
Rewa Kántha Agency .	Do .	4,793	505 732	67	3,418	68 56	70	3,481	61		393
Mahi Kántha Agency	Do	4,000	447,058	55	2,066	72 74	50	1,845	51		230
Pálanpur Superintendency ..	Do	6,041	502,586	22	1,168	274 59	23	1,0 9	10	5	
Cutch Agency	Do ..	6 509	467,105	71	3,969	91 65	80	1,028	66	124	
Cambay Agency .	Do .	350	89 494	2	256	175 00	30	87	1		32
Surat Agency ..	Do	615	123,849	12	721	51 25	60	381	11	210	..
										Total . 445	6,664
Total, Northern Division	....	52 663	72 67,716	1 684	91,694	31 27	1 26	16,082	1,776	Increase of Schools . Decrease of Scholars	55 [6,219
Southern Division										Scholars Increase	Decrease.
Belgaum ..	Kánarese and Maráthi	4,591	800,729	163	8,316	28 10	1 03	1,133	131	593	
Dhárwár ..	Do. ..	4,536	988 037	267	10,546	16 98	1 06	1,458	217	1,891	..
Kaládgi	Do .	5,695	816,037	145	5,476	39 27	·67	1,205	123	660	.
Kánara .. .	Do and Konkani	4,235	398,406	86	4,600	49 .4	1·15	1,154	66	436	
Kolhápur	Maráthi and Kánarese	3,184	802,691	186	6,595	23·41	·82	1,105	114	6	..
Miraj	Do ..	340	82,201	17	892	20 00	1·08	31	6	42	..
Mudhol	Do ..	362	58,921	21	478	17 23	80	79	17		..
Sángli	Do.	896	221,869	48	2,112	18 66	94	327	35	381	..
Lakmeshvar	Do	61	19 898	6	585	10 16	2·93	14	2	76	..
Savanúr . ..	Do	70	17,288	4	174	17 15	1 00	25	1	4	..
Ramdarg	Do .	140	38,031	3	.	46 66	..	..			
Kurundvád	Do .	182	39,420	2	116	91 00	29	..			23
Jamkhandi ..	Do .	492	102,346	16		30 75		..	..		.
										Total 4,039	32
Total, Southern Division.	....	24,784	4,387 674	914	39,885	27 11	·90	6,533	715	Increase of Schools .. Do of Scholars ..	128 4,010
Sind.											
Kurrachee..	Sindi, Gujaráti and Maráthi.	16,109	426,722	52	3,633	309 7	85	710	32	Decrease of Scholars ..	95
Hyderabad ..	Sindhi ..	9 052	723,883	76	4,294	119 1	59	1,017	54	Do	323
Shikárpur	Do ..	8,809	776 227	81	5,867	108 7	·75	4,080	57	Do ..	297
Thar and Párkar ..	Sindhi and Gujaráti .	12,729	180,761	12	794	1,060 7	43	1,750	12	Do. ..	87
Upper Sind Frontier .	Sindhi ..	2,177	89,985	5	236	435 4	26	1,010	5	Do ..	8
Total, Sind .	....	48,876	2,197,578	226	14,824	216 2	67	8,547	160	Decrease of Schools Do Scholars	6 760
GRAND TOTAL .	....	1,79,837	22,594,835	4,605	242,851	39 05	1 07	46,777	3,707	Increase of Schools .. Decrease of Scholars ..	186 [4,365
[illegible] .	....		....	2	220	..				..	..

15. The next table gives the increase and decrease of schools and scholars for the year under report :—

	Number of Schools at the end of the Year				Number of Scholars at the end of the Year.			
	1877-78	1878-79.	Increase	Decrease.	1877 78	1878-79	Increase.	Decrease.
Government Institutions								
Colleges, Arts, Law, Medicine, and Engineering	5	6	1		879	808		71
Medical School, Poona	..	1	1		..	76	76	
Engineering School, Hyderabad	1	1	..	..	22	18	..	4
Normal Colleges and Schools (Male)	5	5			398	352		86
Do, do. (Female)	3	2		1	51	46		5
School of Art	1	1	..		155	175	20	
Industrial School, Dhárwár	1	1	..	..	47	36		11
High Schools	21	22	1	..	4,109	4,189	80	
First Grade Anglo Vernacular Schools	33	33		..	3,278	3,467	189	
Second Do do.	55	50		5	6,794	6,245	..	549
Lower Class, Primary	3,274	3,484	210		181,707	176,742	..	4,965
Night Schools	33	25	..	8	980	717		263
Schools for Girls	156	158	2		7,810	8,226	410	..
Total	3,588	3,789	215	14	206,226	201,097	775	5,904
Private Institutions receiving aid from Government.								
Colleges (Arts)	2	2		..	82	83	1	
David Sassoon's Industrial and Reformatory Institution	1	1		..	156	169	13	..
Drawing School at Surat	..	1	1			29	29	
High Schools	20	22	2	..	3,323	3,428	105	..
First Grade Anglo-Vernacular Schools	24	26	2		2,228	2,588	360	
Second Do. do	4	4			917	877	..	40
Lower Class, Primary	42	38		4	3,661	3,135		526
Indigenous Schools	76	69		7	3,115	3,274	159	
Night Schools	1	1		..	44	40		4
Schools for Girls	38	39	1	..	3,624	3,754	130	..
Total	208	208	6	11	17,150	17,377	797	570
Private Institutions not receiving aid, but under Inspection.								
Normal Schools (Male)	1	2	1	..	21	76	53	
High Schools	2	3	1	..	303	376	73	
Middle Class	29	26		3	2,377	2,280	..	97
Lower Class, Primary	498	487		11	18,598	18,106		492
Night Schools	21	20		1	555	503		52
Female Schools	49	52	3		1,651	1,715	64	
Total	600	590	5	15	23,507	23,056	190	641
Police and Jail Schools.. British Districts	19	21	2	..	1,143	1,228	85	
Native States	2	2		..	114	93	..	21
Total	21	23	2	..	1,257	1,321	85	21
GRAND TOTAL	4,417	4,605	228	40	248,140	242,851	1,847	7,136

16. The net result of the year is as follows :—

	Schools.		Scholars.	
	Increase.	Decrease.	Increase.	Decrease.
Government Institutions	201	...	...	5,129
Aided Institutions	...	5	227	...
Inspected do.	...	10	...	451
Police and Jail Schools	2	...	64	...
Total ...	203	15	291	5,580
Deduct—Decrease ...	15		*Deduct*—Increase...	291
Net Increase ...	188		Net Decrease...	5,289

The following return shows the increase and decrease in different grades of schools :—

	Number of Schools.				Number of Scholars at the end of the Year.			
	1877-78.	1878-79.	Increase.	Decrease.	1877-78.	1878-79.	Increase.	Decrease.
Colleges	7	8	1	...	961	891	...	70
Medical School, Poona.	..	1	1	...	...	76	76	...
School of Art	1	1	...	...	155	175	20	...
Engineering School, Hyderabad.	1	1	. .	...	22	18	...	4
Technical Schools ...	2	3	1	...	203	234	31	...
High Schools	43	47	4	...	7,735	7,993	258	...
Middle Class Schools..	145	139	. .	6	15,594	15,457	...	137
Primary Schools ...	3,966	4,147	181	...	209,917	203,838	...	6,079
Girls' Schools	243	249	6	...	13,091	13,695	604	...
Normal Schools ..	9	9	...	...	462	474	12	...
	4,417	4,605	194	6	248,140	242,851	1,001	6,290
Deduct—Decrease			6			*Deduct*—Increase...		1,001
Net Increase..			188			Net Decrease...		5,289

According to Divisions, the result is as under :—

	Schools.		Scholars.	
	Increase.	Decrease.	Increase.	Decrease.
Central Division	...	7	682	...
North-East Do.	20	...	...	3,008
Northern Do.	55	...	...	6,219
Southern Do.	128	...	4,016	...
Sind Do.	...	8	...	760
Total...	203	15	4,698	9,987
Deduct—Decrease...	15		*Deduct*—Increase...	4,698
Net Increase ..	188		Net Decrease...	5,289

17. The figures for the last six years are as under :—

	Government Institutions		Aided Institutions.		Inspected Institutions.		Police and Jail Schools		Total		Increase on previous year		Decrease on previous year	
	No	Pupils.	No.	Pupils	No.	Pupils.	No.	Pupils.	No	Pupils	No	Pupils.	No.	Pupils.
1873-74 . .	3,460	192,501	187	16,348	477	19,680	9	82	4,133	228,561	65	10,095	...	...
1874-75 . .	3,609	199,245	239	18,308	477	21,014	9	119	4,334	238,686	181	10,125	...	...
1875-76 .. .	3,694	208,136	265	20,202	513	22,049	8	325	4,478	250,712	144	12,026	..	..
1876-77	3,624	205,357	255	20,099	565	22,978	20	1,007	4,464	249,441	.	..	14	1,271
1877-78 ..	3,588	206,226	208	17,150	600	23,507	21	1,257	4,417	248,140			47	1,301
1878-79 . .	3,789	201,097	203	17,377	590	23,056	23	1,321	4,605	242,851	188	...	..	5,289

Since 1875-76 we have gained 127 schools but lost 7,861 children, the figures for the different Divisions being as under:—

	Schools.		Scholars.	
	Increase.	Decrease	Increase.	Decrease.
Central Division	...	104	...	7,550
North-East Do.	...	23	...	5,154
Northern Do.	160	...	5,816	...
Southern Do.	139		916	...
Sind Do.	...	45	...	1,889
Total	299	172	6,732	14,593

The University.

18. The University is to be congratulated on the completion of the Library and Rájábái Tower, the magnificent buildings which have been constructed by means of the munificent benefaction of Mr. Premchand Roychand. The year under report is also marked by the addition of two endowments to the long list published in the University Calendar. In November Mr. J. K. J. Readymoney offered to the University the sum of Rs. 2,000 for the foundation of a Gibbs' Prize as a memento of the Hon'ble J. Gibbs' friendship for his father, the late Sir Cawasji Jehangir; and in December Mr. N. B. Jijibhai offered to the University, on behalf of the subscribers to the "Narayan Vasudev Memorial," Rs. 5,000 for the foundation of a scholarship to be called the "Narayan Vasudev Scholarship."

19. The only important change made during the year in the University regulations relates to the entrance examination. In 1877 the University altered the rule requiring all candidates for Matriculation to appear in Bombay, and ordered that the English paper should be given out at different centres of examination, (Bombay, Poona, Násik, Belgaum, Ahmedabad, and Kurrachee,) and that candidates who passed in English should be further examined in Bombay. This course resulted in great delay and waste of time, and protests were sent in from several Mofussil schools. The University authorities were pleased to listen to these complaints, and ordered the whole of the examination in 1878 to be taken at the centres.* This order is a great concession to residents in the Mofussil, but has not checked the continuous decline in numbers, which set in with the commencement of the famine. In 1875 there were 1,225 candidates for Matriculation, but the numbers fell to 1,109 in 1876, 1,030 in 1877, and 932 in the year under report.

20. In his speech to Convocation on the 28th of January, the Honourable Mr. James Gibbs reviewed the results of the nine years which had passed since his appointment to the Vice-Chancellorship. His remarks on this interesting subject were as under:—

"The following statement will show the results of the examinations in the addition to our Graduates:—

	10th Convocation, 1871.	18th Convocation, 1879.	Difference showing additions during last 9 years.
M. A.	24	47	23
B. A.	92	286	194
L. L. B.	29	53	24
L. M.	25	114	89
M. D.	.....	1	1
L. C. E.	6	70	64
Total ...	176	571	395
Matriculation	1,227	3,565	2,338
Presented for Matriculation	4,567	12,931	8,364

* Last year there were 5 centres, the examination at Násik being discontinued.

From this it appears that while for the first ten years up to 1871, 176 degrees were conferred, in the eight following, including the present convocation, the roll of graduates has increased to 571; while the total number of students who presented themselves for the Matriculation, have increased from 4,567 to 12,931, and those who succeeded in passing that test, from 1,227 to 3,565.

"This statement shows that, while the B. A. degree has been progressing in a satisfactory manner, the scientific degrees of L. M. & S., M. D., and L. C. E., have increased in a greater proportion. I think this is a fact on which the University may well congratulate itself, as it shows that a large number of the young men of the present generation are educating themselves for the purpose of gaining a professional livelihood.

"It further shows from the results of the Matriculation that the University has maintained that high standard for its entrance which has distinguished it from the beginning from its sister Universities. It will be seen that, while in the first ten years the ratio of successful students was about one-fourth, the same proportion has been maintained during the succeeding eight years. Our great object has been to prevent in the first place Matriculation and afterwards the attainment of degrees being made too easy. We have preferred a few comparatively highly-trained men to a multitude of an inferior quality. I trust that when another decade draws to a close, when one of my successors may have to submit a similar review, the results may be, especially as to the standards, equally satisfactory."

The necessity of maintaining a suitable standard for University degrees is admitted by all who are interested in the promotion of sound education; but I am humbly of opinion that the numerical test is not a very safe one to apply, and I trust that when another decade draws to a close, the proportion of successful students may be far larger than it has been for the last eighteen years. The standard set by the University should be maintained by the Examiners without consideration of the number of successful and unsuccessful candidates; for, judging by the numerical test alone, we might infer that the higher ratio of successful candidates in the science degrees implied a low standard of examination, and in particular, might condemn the result of the last L. C. E. Examination as unsatisfactory.

21. The results of the Entrance Examination will be noticed later on. For the higher examinations of the University, the Registrar has compiled the table given below. This table gives figures for all the higher examinations held since the foundation of the University :—

		1860-61		1861-62.		1862-63		1863-64.		1864-65		1865-66.		1866-67		1867-68.		1868-69		1869-70	
		Number presented.	Number passed.	Number presented	Number passed	Number presented	Number passed	Number presented	Number passed.	Number presented	Number passed.	Number presented.	Number passed.	Number presented	Number passed.	Number presented.	Number passed	Number presented	Number passed.	Number presented.	Number passed.
Arts	First Arts		..	15	7	20	15	22	16	33	15	47	26	55	21	66	21	78	40	100	34
	Bachelor of Arts	..	..	9	5	6	3	15	8	20	12	24	10	31	15	37	21	27	7	46	20
	Master of Arts	..	..	..	..	..	..	5	2	2	2	9	6	6	4	12	6	10	4	6	2
Law	Bachelor of Laws	..	..	..	..	..	..			..	..	2	2	2	2	6	3	6	3	16	6
Medicine	First L. M.	8	7	3	3	13	5	4	1	6	4	5	4			5	..	7	4	9	5
	L. M.	.	.	4	4	3	3	3	3	5	5	1	1	4	2	4	3	1	1	..	..
	M. D.	..	..	..	..	..		.		..		..	..	..	..	.	..	..	..	..	..
Engineering	First C. E.	..	..	.	..	..	..	.	..	..	..	..	.	3	2	5	..	6	7	5	4
	L. C. E.	..	..	..	..	..	..	.		..	.	..	..	..		..		1	1	7	3
	M. C. E.	..	.	..	.	..	.		..	..	.	.	..	..	..	..	..	..	..	.	.
	Total	8	7	37	23	42	26	49	30	66	38	88	49	101	46	135	57	138	67	189	74

		1870-71.		1871-72.		1872-73.		1873-74.		1874-75.		1875-76.		1876-77.		1877-78.		1878-79	
		Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.
Arts	First Arts	132	44	116	32	91	24	140	48	196	74	182	60	164	29	145	61	133	57
	Bachelor of Arts	60	13	30	14	49	22	55	23	64	30	84	18	87	40	83	30	93	42
	Master of Arts	5	2	3	1	6	5	3	3	8	2	6	4	4	2	6	3	7	3
Law	Bachelor of Law	13	13	2		6	1	7	3	10	2	10	5	14	3	13	4	19	6
Medicine	First L. M.	13	4	17	9	22	15	25	13	29	18	43	30	37	19	42	21	47	24
	L. M.	4	3	6	6	4	4	8	8	16	7	19	16	20	11	29	20	29	19
	M. D.	...	.	...	...	...	.	1		1	.	1	1	.	..	...	...	.	..
Engineering	First C. E.	14	8	17	12	20	15	28	15	23	13	24	21	21	19	29	17	29	13
	L. C. E.	7	2	7	2	9	4	11	8	13	4	12	9	14	10	15	11	16	16
	M. C. E.	...	...	.	..	...	...	..	...	...	...	...	...	.	..	...	...	..	...
	Total	347	89	326	76	307	90	376	131	390	150	381	173	361	133	362	167	372	166

The religious or national classification of candidates who passed in the higher examinations of the University is shown below :—

Year	Number presented	Number passed.	Religion or National Classification of passed candidates.					
			Natives of India.					Europeans.
			Christians.	Hindus.	Mahomedans.	Parsis.	Others.	
1860-61	8	7	1	2	1	3	...	..
1861-62	37	23	1	18	...	4	...	...
1862-63 ...	42	26	2	13	1	9	...	1
1863-64	49	30	2	19	...	8	1	...
1864-65 . .	66	38	3	21	2	10	1	1
1865-66 ...	88	49	3	34	2	9	1	
1866-67	101	46	1	30	1	12	1	1
1867-68	135	57	1	34	1	21	...	..
1868-69	138	67	3	48	1	15	...	...
1869-70	189	74	1	52	2	15	2	2
1870-71 ..	247	89	...	61	1	23	1	3
1871-72 ...	208	76	7	52	3	10	...	4
1872-73	207	90	4	57	2	21	1	5
1873-74	278	121	11	78	...	26	...	6
1874-75 ...	360	150	10	94	5	30	4	7
1875-76 ..	381	173	10	107	1	46	..	9
1876-77 ..	361	133	8	75	5	39	..	6
1877-78	362	167	8	105	2	46	2	4
1878-79	372	185	8	116	2	57	...	2
Total ...	3,629	1,601	81	1,016	32	401	14	51

22. The following table shows in fuller detail the results of the examinations of the University of Bombay for 1878-79 :—

		Number of Institutions sending up Candidates			Number of candidates sent up				Number of candidates passed			Religions or national classification of passed candidates.				
		Government Institutions.	Private Institutions.	Total	From Government Institutions	From Private Institutions.	Private Students.	Total.	From Government Institutions	From Private Institutions	Total.	Natives of India				Europeans
												Christians.	Hindus	Mahomedans	Parsis	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Arts	First Examination in Arts	2	2	4	107	26	..	133	44	13	57	2	41	1	13	..
	Bachelor of Arts	3	2	4	81	12		93	38	4	42	.	31	1	8	2
	Master of Arts	2	..	2	6	.	1	7	3	..	3		1	.	2	
Law	Bachelor of Laws	1	.	1	19	..		19	6	..	6	1	4	..	1	..
Medicine	First L. M. & S.	1	..	1	47			47	24	..	24	3	5		16	
	L. M. & S.	1		1	29	..	..	29	19	..	19	2	9		8	..
Engineering	First L. C. E.	1	..	1	28	..	..	28	18	..	18	..	14		4	..
	L. C. E.	1		1	16	..		16	16	..	16	..	11	..	6	..
Total		11	4	15	336	38	1	372	168	17	185	8	116	2	57	2

From this table it appears that for the F. E. A. 57* passed against 61 the year previous; for the B. A.† 42 against 30; and for the M. A.‡ 3 against 3. In Law 6 passed for the L. L. B. against 4 the year previous. In Medicine for

* Of these 57 men, 36 selected Sanskrit as their second language, 9 Latin, and 12 Persian. In the selected subjects of the examination, 35 were examined in Butler's Sermons, 19 in Analytical Geometry, and 3 in Chemical Physics.

† 22 selected Sanskrit as their second language, 11 Latin, 7 Persian, and 2 Hebrew. In the selected groups 5 passed in Languages and Literature (Group A), 15 in History and Political Economy (Group B), 7 in Logic and Moral Philosophy (Group C), 10 in Mathematics (Group D), and 5 in Natural Science (Group E).

‡ Of these one passed in Natural Science with a Second Class, and two passed in Mathematics (one of them being placed in the First Class.

the 1st L. M. & S. 24 passed against 21, and for the L. M. & S. 19 against 20. In Engineering 18 passed for the First L. C. E. against 17 the year previous; and 16* for the L. C. E. against 11.

Arts Colleges.

Elphinstone College.

23. Mr. Wordsworth reports several changes in the College Staff :—

" During the past term the College has been deprived of the services of Professor Kirkham. His place has been supplied by Mr. Barrett, who has worked with great enthusiasm and diligence, and made a most favourable impression on his class. In Mr. MacMillan the College has also received a valuable acquisition. This gentleman records in his report that he was very agreeably surprised by the activity of mind displayed by his pupils in Logic and Philosophy, as he was prepared to find them trusting exclusively to their memory. Mr. Hathornthwaite returned from leave in October and replaced Mr. Karkaré in the chair of Mathematics. Since February we have also been deprived of the services of Professor Bhándárkar whose chair is now filled by Mr. Kunté."

The attendance returns for the last sixteen years show the following results :—

Years.	Average daily attendance.	Average monthly number on the rolls.	Number on the rolls at the end of the official year.	Years.	Average daily attendance.	Average monthly number on the rolls.	Number on the rolls at the end of the official year
1863-64 ...	82	...	94	1871-72 ...	101	119	114
1864-65 ...	82	...	93	1872-73 ...	117	132	184
1865-66 ...	79	87	98	1873-74 ...	160	185	244
1866-67 ...	84	96	106	1874-75 ...	190	210	245
1867-68 ...	109	130	153	1875-76 ...	182	205	226
1868-69 ...	152	172	218	1876-77 ...	182	200	203
1869-70 ...	177	203	179	1877-78 ...	175	182	186
1870-71 ...	132	196	133	1878-79 ...	151	157	166

In explanation of the decline shown in the last few years, Mr. Wordsworth refers to the views† expressed in his report for 1877-78, and repeats the opinion that the cause of the decline " is to be principally sought in economical conditions." He then goes on to remark as follows :—

" You will notice an increase in the fees. It would be easy to raise our numbers to their old level, if free studentships were granted on the lavish scale which prevailed a few years ago. It is often said by ignorant or prejudiced persons that the State in India gives a nearly gratuitous education to pauper boys who are thus raised into positions in life for which they are wholly unfitted. The fact is that high education is much more nearly gratuitous in England than it is in India, owing to the liberality of royal and episcopal benefactors in ancient times; and the cost of such an education as our young men receive in Indian Colleges is higher than the cost of a similar, though probably much superior, education in France and Germany at the present time. I believe that an Indian parent who maintains a boy at College and pays Rs. 120 annually in College fees makes a greater proportionate sacrifice than a parent in the same position in either of the two countries just named. The cost of maintenance is probably higher, but the actual fees for instruction are less. It would be easy to apply the same test to Oxford and Cambridge expenses. I have called attention to these facts because an opinion appears to prevail that the education of the middle classes of India is assisted by the State to a degree which is unknown in other countries. I should be gratified by an increase in our numbers; but, I think, we have as many as we can teach efficiently with our existing staff. I do not at present recommend any further reduction in the number of free studentships."

In the selected subjects 6 passed in Analytical Geometry and Differential and Integral Calculus, 5 in Mining and Metallurgy, and 5 in Mechanical Engineering.

† In his report for 1877-78 Mr. Wordsworth remarked as under :—

" The decrease in the numbers on the College rolls during the last 3 years is due to several causes. I observe, firstly, that the number of free students is now strictly limited to 5 per cent; and secondly, that the fee for mofussil students has been raised from 5 rupees to 10. This alteration has had a very distinct effect. I would also add that I now allow no student to continue in the College who fails twice in the same examination, and that the number of Matriculated students has been inconsiderable during the last 3 years. I think, you will find that the fees have not decreased, though the number on the rolls has. In my opinion our present numbers are quite high enough, at least as high as the existing staff can teach with efficiency."

Additional reasons for the decreasing number of students may be found in the depressed state of trade and in the scarcity of employment for graduates in Arts. Should trade revive and the people become more prosperous, the number of students who seek for a liberal education will speedily increase; and meantime I record with satisfaction the orders of Government (see Appendix B) offering, under certain conditions, all the higher appointments in the Revenue Department to graduates in Arts. These orders have already had effect upon the attendance in the Deccan College and in English Schools; and I am unable to explain why the numbers in the Elphinstone College have not increased, except on the supposition that the Elphinstone College students, who are generally better off than the students of other institutions, look to the Judicial rather than to the Revenue Branch of the Public Service. With regard to the incidence of fees in the Elphinstone College, I note that a fee of 10 rupees was first imposed in 1864, and that a fee of the same amount is levied in the Medical College. And it must not be supposed that the full fee is exacted from all the Elphinstone College students, as the rules allow the levy of half fees from all junior scholars, and the total remission of the fee to 5 per cent. of the number on the rolls.

It would be easy to multiply reasons for the rise or fall in the attendance returns quoted above. The sudden fall which occurred after 1869-70 was due to the removal of the College to the new buildings, which are placed at a distance from the best part of the city; and the recovery which set in after 1871-72 was due to the strength given to the teaching staff by the appointment of additional Professors.

Mr. Wordsworth's opinion as to the number of students who can be efficiently taught with the existing staff is the same as that expressed by Sir A. Grant, who in 1864 wrote as follows:—

"I should like to see the numbers raised to 150 and limited to this. In order to have the College thoroughly efficient in all its parts, it must continue to be comparatively small. It ought to be considered a distinction to an under-graduate to be admitted to the College We ought to have 'the pick' of the Matriculated students. To teach even as many as 150 students, we should require at least one more Professor."

The additional Professor (History) was given some years ago, and the College has steadily improved in efficiency since Sir A. Grant wrote the words I have quoted. The examination results of the last 16 years are as under:—

Years.	F. A. Examination.		B. A. Examination.		M. A. Examination.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
1863-64	13	10	10	5	3	1
1864-65	15	12	15	10	2	2
1865-66	23	13	15	6	7	4
1866-67	26	14	15	9	4	3
1867-68	28	18	26	17	6	4
1868-69	43	25	19	4	11	4
1869-70	66	25	36	13	6	2
1870-71	88	26	43	6	2	2
1871-72	81	14	36	5	3	1
1872-73	62	11	29	9	4	3
1873-74	77	23	31	15	2	...
1874-75	127	49	32	14	6	1
1875-76	113	46	45	10	3	2
1876-77	99	20	58	27	3	2
1877-78	110	49	58	26	3	1
1878-79	85	30	65	30	4	2

The number passed in the last three years is satisfactory, if we compare the figures with those of previous years or with the results obtained in other Colleges. But at the same time the proportion of failures for the degrees is somewhat

larger than the proportion for the same years in the special Faculties. This I attribute to the fact that a literary test is always more difficult and more uncertain than a science test, especially in the case of students studying through a foreign language, and also to the greater variety of subjects prescribed for the Arts course. As an instance of this last point, I may mention that one of the Elphinstone students who lately obtained the B. A. degree is said to have been plucked no less than six times in the first and final examinations, and each time in the compulsory mathematical subjects, which weigh heavily against students who may have a taste for other subjects.

The recent extension of the University course in the department of Physical Science will have great influence on the studies of Elphinstone College; but I record with satisfaction that Government has promised to procure two Professors of Physical Science as soon as possible, and that a liberal grant of Rs. 6,000 has been given for the purchase of apparatus.

The Deccan College.

24. The Deccan College has suffered a severe loss in the death of Anant Shástri Pendharkar, an aged scholar of great reputation and the most learned Shástri in the Government service. Several other changes have occurred in the College Staff, as the Principal, Mr. Oxenham, obtained furlough in May, and was followed by Dr. Kielhorn in February. After Dr. Kielhorn's departure, Ráo Bahádur K. L. Chhatré was placed in charge of the College, and Mr. Bhándárkar was transferred from Bombay to take up the Sanskrit Professorship. Mr. Forrest has acted as Professor of English in place of Mr. Oxenham.

The number of students shows a satisfactory increase, which is due to the promises made by Government with regard to appointments in the Revenue Department. The figures for the last 14 years are as follows:—

Years.	Average daily attendance.	Average monthly number on the rolls.	Number on the rolls at end of the official year.	Years.	Average daily attendance.	Average monthly number on the rolls.	Number on the rolls at end of the official year
1865-66 ...	65	67	69	1872-73 ...	82	89	99
1866-67 ...	60	62	64	1873-74 ...	88	97	110
1867-68 ...	48	50	52	1874-75 ...	96	102	117
1868-69 ...	50	54	72	1875-76 ...	81	94	96
1869-70	75	77	80	1876-77 ...	70	88	75
1870-71 ...	68	77	82	1877-78 ...	66	69	71
1871-72 ...	70	77	82	1878-79 ...	70	73	89

The returns for the University examinations are:—

Years.	F. E. A.		B. A.		M. A.	
	No. sent up.	No. passed	No. sent up.	No. passed.	No. sent up.	No passed.
1863-64 ...	2	2	...	...	...	...
1864-65 ...	10	2	3	2	...	...
1865-66	24	11	5	3	1	1
1866-67 ...	21	4	12	6	...	...
1867-68	26	8	9	6	3	2
1868-69	29	14	10	3	1	1
1869-70	33	9	14	6	1	1
1870-71 ...	37	15	18	8	...	...
1871-72	46	21	20	4	...	...
1872-73	35	12	23	11	2	...
1873-74	49	19	27	8	3	3
1874-75	57	19	31	12	3	...
1875-76	61	17	35	5	2	2
1876-77 .. .	55	7	25	9	2	...
1877-78	28	10	33	13	2	1
1878-79 ...	24	14	22	8	1	1

The Principal states that the figures for 1878 include a large number of ex-students, 8 in the B.A., and 10 in the F.A. Examination. All but one of these men failed, while of the students actually attending College, 8 out of 14 were successful in the B.A., and 13 out of 14 in the F.A. Examination. These results like those obtained in Elphinstone College are satisfactory, judged by the standard of previous years; and I consider that Mr. Selby, who has taken the most important lectures on English Literature, has rendered especially good service to the College during the two years he has served. As to the future prospects of the College, the recent legislation of the University will necessitate additions to the teaching staff; but something in this direction has been done already, as Mr. Woodrow, Superintendent of the Botanical Gardens, has undertaken to give lectures in Botany, and commenced work with a class of 17 freshmen.

The Gujarát College.

25. One of the most important events of the year is the re-opening of the College at Ahmedabad under a new name and with a new purpose. The old "Provincial College" established in 1858 for the preparation of boys who wished to qualify for subordinate places in the Revenue, Judicial, and Public Works Departments, failed because it could not compete with institutions having a more precise and definite aim, and was closed in 1872. The new Gujarát College is an Arts College affiliated to the University; and this change of constitution and the large subscription raised for carrying it into effect, are the results of a determination on the part of the leading gentlemen of Ahmedabad to be satisfied with nothing short of an Arts College. This determination is remarkable at a time when it is popularly supposed that Native gentlemen do not appreciate a liberal education, at all events sufficiently to be willing to pay for it; for by the efforts mentioned in the report for 1872-73, Ahmedabad has raised a fund which will yield a yearly income of Rs. 8,000. This sum, met by a Government grant of equal amount and supplemented by fees, has been considered sufficient for the entertainment of a European graduate as Principal and Professor of English, and of two distinguished graduates of the University of Bombay as Professors of Mathematics and Oriental Languages. The officers selected by Government for these posts are Mr. K. T. Best, M.A., Mr. J. A. Dalal, M.A., L.L.B., and Mr. A. V. Káthavaté, B.A. Instruction in Physical Science will be given by one of the Teachers to be appointed to the Ahmedabad School of Medicine, and it rests with the Chiefs and leading gentlemen of Gujarát to follow the example of Ahmedabad and to develope the College until it is worthy of the Province. The new College was opened only a few days before the close of the year, and a class of seven under-graduates has been formed.

The whole credit for the success which has attended the efforts of the people of Ahmedabad to secure for themselves the benefits of an Arts College is due to Mr. A. A. Borradaile, C.S., Ráo Bahádur Bechardás Ambaidás, and Ráo Bahádur Hemabhái Premabhái. These three gentlemen are the Trustees for the College Endowment Fund, the Collector of Ahmedabad being nominated by Government, while the two Native gentlemen were elected by the subscribers to the fund.

Aided Colleges.

26. The attendance at aided Colleges has improved, the figures being as under:—

Years.	Average daily attendance	Average monthly number on the rolls	Number on the rolls at the end of the year
1873-74	76	89	87
1874-75 . .	64	66	68
1875-76 ...	73	85	114
1876-77	80	101	81
1877-78	59	72	53
1878-79	66	78	83

In the University examinations, St. Xavier's College passed 7 men for the F. A. and 3 for the B. A. Examinations, while the Free General Assembly passed 6 for the F. A. and 2 for the B. A. St. Xavier's College also succeeded in carrying off 3 of the University prizes, and divides the credit of a fourth prize with the Elphinstone College. Of the rest of the prizes, the Elphinstone College claims two and the Deccan College one.

Special Colleges.

Law School.

27. The number of students is less by 24, the figures being :—

	March 1878.	March 1879.
Senior Students .	... 30	29
Junior do.	. 35	22
Candidate do. ...	57	14
Students for Pleaders' Examination	... 6	9
	128	104

The decrease in the Law School as in Elphinstone College must be attributed to the general depression of trade ; but with the encouragement now offered to graduates to seek for employment in the Revenue Department, I do not anticipate any increase in the number of Law Students, unless attendance at lectures is allowed to count in the Pleaders' Examinations and special encouragement is given to graduates desirous of entering the Judicial Department. The time is favourable for a development of the Law School, as the status of the institution has been raised by the liberality of the University authorities, who have taken charge of the Law Library and given the three Professors the use of the University buildings for lectures.

The annual examination of the candidate class was held in November, when 42 students presented themselves for examination in jurisprudence, out of whom 28 were successful. For the L.L.B. Examination in the same month there were 21 candidates, six of whom passed.

Grant Medical College.

28. The strength of the various classes from 1864 to 1878 is shown in the following table prepared by Dr. Cook :—

	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878
Graduates and Under Graduates ..	27	23	15	20	27	44	66	75	101	113	179	194	182	184	181
Unmatriculated ..	..	..	..	..	..	..	..	..	..	4	..	..	..	..	..
Hospital Apprentices	34	32	19	23	30	49	75	69	63	98	56	30	26	47	37
Assistant Apothecaries and Hospital Assistants ..	..	..	..	..	..	..	..	..	1	5	1	1	..	..	2
Private and Casual students .. .	..	..	..	..	..	..	..	..	6	1	..	..	..	..	..
Vernacular Classes—															
Maráthi	28	24	31	35	36	50	47	40	80	82	57	55	51	70	..
Gujaráti .	.	.	..	..	.	..			..		15	24	22	12	..
Midwife Classes—															
Maráthi	..	.	..	.	..	..	.	..	4	8	..	6	7	..	5
Gujaráti	..	..	.	..	..				..	..	..	4	..	4	6
Total	88	79	65	78	93	143	188	184	264	311	308	314	287	326	231

The University class shows a slight falling off since 1875, and the number of apprentices has been reduced in accordance with the requirements of the Surgeon General. The Vernacular classes have been abolished in favour of the new Medical Schools at Poona and Ahmedabad.

There were several changes in the teaching staff (see Appendix C.), but the examination results of the year were satisfactory. There were 30 candidates for the L. M. & S. Degree, of whom 19 were found qualified, 10 passing in the First and 9 in the Second Class. For the 1st L. M. Examination there were 53 candidates and 25 passed. Of these 25, only one obtained a 1st Class. 13 Hospital apprentices presented themselves for the final examination, and 11 were found qualified. In the final examination of the Vernacular classes there were 17 Maráthi and 11 Gujaráti candidates, all of whom passed. Of the Midwife Class Dr. Cook reports favourably.

The Cawasji Jehangir Prize for the practical study of Morbid Anatomy was not awarded, as arrangements for work in the Laboratory were not made during the absence of Dr. Cook. With this exception, the College prizes have been duly awarded. Dr. Cook also reports that the Materia Medica collection continues to receive due attention from Surgeon-Major Dymock, and that 24 specimens have been added to the museum and 109 volumes to the Library.

Medical Schools.

29. The necessity of augmenting the means of training men for the subordinate branches of the medical profession by the establishment of schools in the mofussil has been discussed on several occasions in past years, but the question has now been settled by orders issuing from Government for the establishment of schools at Poona and Ahmedabad. The Ahmedabad School has not yet been opened as the Surgeon General has not completed his arrangements; but the Maráthi pupils of the Grant College Vernacular Classes have been transferred to Poona, and the new school which is in connexion with the Sassoon Hospital, was formally opened by His Excellency the Governor in November. In his speech at the opening ceremony His Excellency announced that the Trustees of the "Trust Settlement of the Honourable Mr. Byramji Jijibhai, C.S.I." had endowed the new school with a Boarding-house valued at Rs. 30,000 and with Government Promissary Notes for Rs. 10,000, and that in commemoration of this handsome endowment the school would be called the "Byramji Jijibhai Medical School" In February Government accepted a second endowment of the value of Rs. 3,000, and called the "Balkrishna Chintoba Testimonial Fund," the interest of which is to be applied to Scholarships and Prizes. In addition to the classes transferred from Bombay, a large number of fresh students have been admitted to the school, and the year closed with an attendance of 76. Instruction is given by the Surgeon and Assistant Surgeon to the Sassoon Hospital, assisted by two Graduates from the Grant College. These facts show that the school has been well started and is full of promise for the future; and, moreover, to use the words of Dr. Cook, the arrangements made in Poona will secure an incidental advantage to Bombay. The Grant College will now be able "to concentrate its functions on the more important object of educating its students in the higher grades of the profession; and the relief afforded by materially lessening the over-crowding of its lecture rooms, to which allusion has so repeatedly been made in past Annual Reports, will aid this result in no inconsiderable degree."

The Civil Engineering College.

30. Two new classes, a Forest Class and an Agricultural Class, have been added to the College, in accordance with Government orders printed in Appendix D. Of the old or Engineering Departments, the first and third show an increase in the number on the rolls, but the second is gradually being reduced (see Appendix E). The total number of students attending the College was as follows:—

	1877-78.	1878-79.
University Department	93	100
Second do.	45	16
Third do. (including Apprentices)...	34	52
Forest Class	...	10
Agricultural Class	...	32
Total .	172	210

Mr. S. Cooke, Professor of Chemistry and Geology, returned from leave in December, but no other important change occurred in the teaching staff during the year. Of the examination results Dr. Cooke reports favourably:—

"At the University Examinations the L.C.E. candidates were unprecedentedly successful: 16 candidates appeared for the Degree Examination, and *all passed*, a circumstance that rarely occurs in the annals of a College. Of the 16 who passed, 1 was placed in the First Class and 4 in the Second Class. For the F.C.E. Examinations, 28 candidates appeared, of whom 18 passed, 1 in the First Class, and 6 in the Second Class. The percentage of passed candidates as well as the Classes obtained are both highly satisfactory. The second department has been abolished by Government Resolution No. 1224, dated the 11th October 1878, and there was therefore no entrance examination. For the final examination 32 candidates appeared, of whom 20 passed. The State Railway Surveys in Káthiáwár have already absorbed many of this class. The final examination of the third department was held in January last. 11 candidates presented themselves, of whom 10 passed. The students of this class had 3 years workshop training before they entered the College, and I have no doubt that they will prove themselves practically useful. The first three have been employed as Sub-Overseers in the Public Works Department, the three next in order of merit were employed by the Contractors on the New Narbada Bridge now in course of erection, and one has gone to Ratnágiri as an Instructor in the School of Industry there. There can be no doubt that these men who have gone through a tolerably severe course of practical training before the theoretical, will be immeasurably superior to the old class of Sub-Overseers, who had a theoretical knowledge only."

Dr. Cooke also reports that the workshops have been tolerably busy during the year, and that all the work has been executed by the apprentices.

The report on the new classes shows that a good beginning has been made:—

"In January last a class was opened for the purpose of educating Subordinates for the Forest Department. Six appointments have been annually promised to the students that pass successfully out of the class. Twelve students joined this class, of whom two have dropped off. Since the date of last report, an Agricultural Class has been attached to the College. This seems to be in greater favour with Native youths than the Forest Class, inasmuch as no less than 22 Matriculated students joined this class in January last. Ten Unmatriculated students, sons of *bona fide* cultivators, were also admitted. A Professor of Agriculture has not as yet been appointed. This defect, I trust, will soon be remedied. Mr. Woodrow, the Superintendent of the Botanical Gardens, lectured twice a week in the College during last term to the Forest and Agricultural Classes, and the students of these classes had another lesson every Saturday morning at Ganesh Khind. Some of the students have taken very great interest in Botanical studies, and spend the entire day on Saturday at Ganesh Khind Garden. Mr. Woodrow's kindness to the Native students and his unwearied patience are beyond all praise."

Technical Schools.

Sir Jamsetji Jijibhoy School of Art.

31. For the development of the school, several projects have been worked out and put before Government. Among these projects is a scheme proposed by His Excellency the Governor (see Appendix F) to introduce instruction in Elementary Drawing into English schools. This proposal cannot fail to benefit the school and to enlarge its sphere of usefulness; and Government has ordered classes to be opened in the most important towns as soon as Mr. Terry provides qualified teachers. A second proposal is one made by Major Mant and Colonel Waddington, recommending that Mr. Terry's Pottery Department should be taken over by Government and incorporated with the school, and that a Teacher should be procured from England. Major Mant remarks that "the ware has now gained a considerable popularity in Europe, and finds a ready sale, which will greatly increase as certain defects in the manufacture now complained of disappear when European professional experience is brought to bear upon the processes now followed." Government has sanctioned the entertainment of a European Teacher, but the Pottery Department has not been taken over, as Mr. Terry has not yet closed his accounts. A third proposal for the development of the school comes from Major Mant, who has submitted an exhaustive report on the reorganization of the School staff. An extract from this report will be found in Appendix G., and it is understood that Major Mant's recommendations are to be carried into effect as soon as money is available. Meantime, an Architectural Drawing Class has been opened under Mr. Adams, which promises to be useful and successful.

The number of students on the rolls has risen from 155 to 175, and the average attendance during the year was 105 against 88 in the previous year. This increase will be considered very satisfactory when it is remembered that Mr. Griffiths was absent on furlough during the greater part of the year, and

that Mr. Terry was thus left the only European Professor present. The figures for the two years are as under :—

	1878.	1879.
Drawing School	122	146
Decorative Department	17	12
Architectural Sculpture Department	6	5
Wood-engraving Department	3	3
Pottery Department	7	9
	155	175

The receipts from fees have risen from Rs. 1,120 to Rs. 1,225.

The annual examination of the school was postponed in consequence of the Fine Art Exhibition, which was held in the school building; but Major Mant reports that "the general progress of the students, which he has personally watched, has been good and highly creditable to the Superintendent."

It is also satisfactory to note that the benefits conferred by the school are becoming more widely appreciated. The Bhávnagar State has sent in a stipendiary student, and two scholars have been received from Jabulpur, while trained Superintendents have been sent to the Art Schools lately established at Bhúj and Rájkot. Major Mant also notes that the Viceroy's Prize at the Calcutta Art Exhibition "for the best original picture in the Exhibition," was gained by Mr. Pestonji Bomonji, a pupil of Mr. Griffiths,' who has established himself as an artist in Bombay. In the Poona Exhibition, the school carried off a prize for Carved Work, three prizes for Drawings, and a prize for Pottery. For the Pottery Major Mant praises the Superintendent very highly :—

"The progress in the Pottery Branch is very satisfactory and very creditable to Mr. Terry. The ware has improved both in manufacture and decoration, and the industry, as employing a number of students on remunerative salaries and showing a handsome profit on the working throughout the year, may now be considered as thoroughly established."

Engineering School, Hyderabad.

32. The number on the rolls in the Hyderabad School has fallen from 22 to 18. The school has been examined as usual by a Committee of Engineers. Fifteen pupils of the senior class presented themselves for examination, and 3 passed as Overseers and 3 as Sub-Overseers. In the previous year only 2 passed as Overseers, so that a considerable improvement has been shown by the teachers. The six candidates who passed have found employment in the Public Works Department.

Dhárwár Factory.

33. I have been unable to extract any report from the Superintendent, but the Inspector's returns show 36 apprentices, or 11 less than last year. The Inspector reports that sufficient instruction has been given to the apprentices in reading, writing, and arithmetic.

Cursetji Furdunji School at Surat.

34. This school which is supported by an Endowment Fund, aided by a Government grant of Rs. 2,000 per annum, was re-opened by the Municipality in January 1878, and is to train boys as carpenters and smiths. Instruction in drawing is also to be given, but the arrangements of the Committee are not yet complete. The number of boys attending at the end of the year was 29, 25 of whom were Parsis and 4 Hindus. The Hindus are reported to be irregular, but are attracted by small stipends given by the Committee. The school-work was examined by Mr. White of the Public Works Department, who is said to have been satisfied with what he saw; but the school requires careful development, and can only expand into a useful institution, if the Members of the Municipality continue to take an interest in it. The expenditure for 1878-79 was Rs. 4,655, while the sale proceeds come to Rs. 1,148 only. The expenditure includes Rs. 850 for tools, Rs. 283 for stipends, and Rs. 1,200 for the salary of the Superintendent.

David Sassoon Reformatory.

35. Mr. Kirkham reports that the number of boys in the Reformatory has risen from 156 to 169, and that the institution is well managed :—

"The boys admitted are from 9 to 18 years of age; on reaching 18 they are sent out into the world. The main part of the day is devoted to their industrial training; but 2 hours a day are given to school. The teaching is necessarily very elementary. Out of the 170 in the school, 40 learn English. These are divided into two drafts of 20 each, who attend the Government Central Press on alternate days, and learn the business of printing. Of these learners, 14 are advanced enough to earn Rs. 4 per mensem, and 7 earn Rs. 2 per mensem. A portion of the earnings is distributed as rewards. In the same manner 20 of those who only learn a vernacular are sent to the Sassoon Silk Mills at Tank Bandar in two batches of 10 each on alternate days, and earn in the aggregate about Rs. 40 per mensem. As regards the school instruction, considering the peculiar difficulties under which it is conducted, I was fairly satisfied with the results of my examination. The industrial work was going on vigorously on the days of my inspection in the four branches of instruction, viz., carpentry, smiths' work, painting, and brass work. The boys seemed to work with a will, and to be on good terms with the 'maistris' and with themselves. They appeared cheerful and contented. The domestic arrangements have evidently been thought out with great care and improved from time to time, and are now such as to reflect great credit on the management. The Government grant is Rs. 3,600 per annum for establishment, and the income from the endowment is Rs. 1,500 per annum. The total expenditure was Rs. 8,974-6-2 against Rs. 7,801-13-11 last year."

Matriculation.

36. In his speech at the annual meeting of the University, the Vice-Chancellor suggested an entire modification of the Entrance Examination in the following terms :—

"My own opinion inclines to making the English portion of the Examination more searching and more practical, and reducing the number and the importance of the other subjects. There is no doubt that one of the greatest difficulties the student finds on joining the colleges is to understand the lectures and the text-books. Whether the University should confine itself to the English test, leaving the other subjects to be dealt with by the colleges, is a matter for consideration. But at all events I think that proficiency in a great portion of the other subjects in the present Matriculation Examination might be postponed to the F. A."

The suggestion of the Vice-Chancellor led to some discussion; and I was asked by the Syndicate to report on two proposals put forward by members of the Senate, to the effect that the F. A. Examination should take the place of Matriculation as the entrance test for the special colleges, and that the University should examine candidates for Matriculation in English only, and leave to the Arts Colleges the rest of the subjects now included in the test for Matriculation. My reply to these questions is printed in Appendix H; and I have also printed a memorandum on University reform, lately given to me by Mr. Wedderburn of the Bombay Civil Service. Mr. Wedderburn's remarks appear to have much point, and I regret that I had no opportunity of reading his memorandum before sending in my reply to the Syndicate.

37. The Annual Report for 1877-78 contained certain remarks, chiefly with regard to Matriculation, which appeared to me to require correction; and I have printed in Appendix A the letter which I addressed to Government on this subject, and the reply of Government to my letter. I have since procured from the Registrar of the University a detailed statement,* showing the examination returns for each year since the Entrance Examination was established. The numbers in columns 6—10 of this statement differ slightly from the numbers shown in previous returns, as the Registrar has now entered only those candidates who presented themselves for examination; whereas the figures given in previous returns included all who paid the admission fee. This change reduces the total number of candidates from 12,931, the figure given by the Vice-Chancellor, to 12,462; but has little effect in raising the proportion of successful to unsuccessful students, which on the 20 years is 39 for Government, 21 for Native State, and 29 for private schools, while the figure for private students is 3 only. Many of these private students are boys withdrawn from school in order to avoid the preliminary examination, which should be held before school certificates are issued; and the facility with which certificates can be obtained from private

* See page 33.

tutors makes it difficult for school managers to maintain a proper test. It is easier to relax the rule and send up a large number of candidates on the chance of some passing, than to maintain a proper test and to see boys leaving school from the fear of not obtaining certificates. There is also the additional evil that a large number of ill-prepared candidates must hamper the work of examination, and so tend to increase the chance of mistakes in the selection of candidates. Under these circumstances, I regret that the University authorities have not found it advisable to increase the stringency of the certificate required from private tutors.

Looking at the returns showing the religious classification of passed candidates, I see that out of a total of 3,565, 2,466 were Hindus and 762 Pársis. Under Native Christians there is a large falling off during the last five years, but part of this decrease must, I think, be due to the inclusion of Europeans in column 16 of the returns for the first fifteen years. It is true that the aided schools for Europeans have made great progress of late; but it is certain that they passed more than two European boys before 1873-74. The Mahomedans show only 37 passed candidates, or an average of about two per annum; but I am in correspondence with some of the leading Mussalmans of the Presidency, and hope that they will be able to devise some arrangement under which their section of the community may, in future, show better results :—

Years.	Number of Institutions sending up Candidates.				Number of Candidates sent up.					Number of Candidates Passed.					Religion or National Characteristics of Passed Candidates.					
	Government Institutions.	Schools in Native States.	Private Institutions.	Total.	From Government Institutions	From Schools in Native States	From Private Institutions.	Private Students	Total	From Government Institutions	From Schools in Native States	From Private Institutions.	Private Students	Total	Natives of India.					Europeans.
															Christians.	Hindus.	Mahomedans.	Pársis.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1859-60 ...	6	...	2	8	121	...	7		128	22	.	.	.	22		22	...	2	...	...
	2		1	3	41		5		46	14				14		12				
1860-61 ...	4	...	2	6	82	...	4		86	37	...	2	.	39	1	19	...	19	...	...
1861-62 ...	8		6	14	126		20	...	146	28		2	...	30	2	17		8	2	1
1862-63 ...	5		7	12	115	...	25	7	147	54	..	2		56	4	40	2	10		...
1863-64 ...	12	..	7	19	112		21	10	143	52	...	3	1	56	...	42	2	12	...	...
1864-65	18	.	7	25	165	...	46	30	241	86		21	2	109	2	86	1	19		1
1865-66 ...	14	...	7	21	157		64	53	274	78		25	8	111		90	2	18	1	...
1866-67	21	.	9	30	261	...	99	77	437	72	.	17	2	93	2	69	4	18		...
1867-68	17	1	11	29	262	4	121	134	521	116	.	47	...	163	7	118	3	31	4	...
1868-69 .	15	1	14	30	280	5	170	147	602	174		76	.	250	15	182	1	47	5	...
1869-70	16	1	15	35	380	3	246	175	804	94		48	...	142	15	95	1	29	2	...
1870-71	24	1	28	53	376	9	291	192	868	84		53		142	13	104	2	21	2	...
1871-72	16	1	34	51	308	4	342	185	839	129	.	98		227	25	163	2	36	1	...
1872-73	23	3	28	54	341	15	290	163	809	203		175	..	378	37	262	2	72	5	..
1873-74 ...	22	3	29	54	414	17	362	198	991	216		140	...	356	30	252	1	73		
1874-75 ...	21	4	27	52	449	19	398	218	1,084	163	5	81	13	262	9	160	3	71	8	11
1875-76 .	19	10	33	62	395	82	530	218	1,225	189	35	183	27	434	14	292	3	111	1	13
1876-77	19	9	28	56	371	83	425	230	1,109	107	14	74	8	203	12	134	2	49	...	6
1877-78 . .	27	5	24	56	430	34	329	237	1,030	140	6	57	14	217	9	153	4	40	1	10
1878-79 .. .	25	4	20	49	388	27	304	213	932	134	5	102	20	261	9	154	2	76	7	13
Total ...	...	..	. .	...	5,588	302	4,102	2,488	12,462	2,192	65	1,206	95	3,565	206	2,466	37	762	39	55

Of the 261 candidates who passed in 1878, 77 took Sanskrit as their second language, 48 Latin, 1 Hebrew, 2 French, 1 Portuguese, 23 Maráthi, 62 Gujaráti, 6 Kánarese, 35 Persian, 2 Hindustáni, and 4 Sindi.

38. Of the 26 schools enumerated below as Government or Native State Schools, the schools at Akola, Umrávati, and Indor are not in the Bombay Presidency. The following table shows the results of the examination for the last two years :—

Names of Schools.	1877. Number Passed.	1878. Number Passed.	Increase in Number Passed.	Decrease in Number Passed.
Elphinstone	33	41	8	...
Poona	20	21	1	...
Kurrachee	4	8	4	...
Dhárwár	5	7	2	...
Ahmedabad	4	7	3	...
Surat	14	6	...	8
Ratnágiri	9	5	...	4
Rájárám (Kolhápur)	9	5	...	4
Násik	1	5	4	...
Baroda	4	4	...	...
Hyderabad	2	4	2	...
Umrávati (Berár)	...	4	4	...
Broach	6	3	...	3
Dhulia	5	3	...	2
Sardárs' School (Belgaum)	6	2	...	4
Sátára	4	2	...	2
Rájkot (Káthiáwár)	4	2	..	2
Nadiád	3	2	...	1
Kárwár English School	...	2	2	...
Ahmednagar	4	1	...	3
Akola (Berár)	3	1	...	2
Bhávnagar	3	1	...	2
Poona Engineering College	1	1	...	...
Shikárpur	...	1	1	...
Hyderabad Engineering School	...	1	1	...
Indor (Holkar's)	2	...	...	2
Sángli	1	...	...	1
Total .	147	139	32	40

The two Jagannáth Shankarsett Sanskrit Scholarships fell to Ratnágiri and Poona, and the Bai Maneckbai Byramji Jijibhoy Prize for "general knowledge" to Umrávati.

39. The schools for Europeans and Eurasians, which passed candidates for Matriculation, are shown in the margin. St. Mary's Institution, Bombay, and St. Vincent's High School are for Roman Catholics, and the other five schools for Protestants. All of these schools, which have been doing excellent work, were aided by Government; but the Pánchgani School has been closed, owing to the ill-health of the Head Master. The Bishop's High School carried off the Cawasji Jehangir Latin Scholarship, and St. Mary's Institution, Poona, which is a school for girls, succeeded in passing two girls at the Entrance Examination.

	1877	1878
St. Mary's Institution, Bombay .	13	23
Bishop's High School, Poona . .	3	6
St. Mary's Institution, Poona .	..	2
St. Vincent's High School, Poona		2
Scottish High School, Byculla . .	4	1
Bombay Scottish Orphanage	3	.
Pánchgani High School	2	.
Total	25	34

40. The numbers matriculated from Mission schools are shown in the margin, and it may be noted that the Hyderabad School gained the Ellis Prize, which was awarded during the year under report to the candidate who obtained the highest marks in Sindi. The Mission Schools, which are all aided by Government, show a great improvement in the number of successful candidates, but like all other schools have not come up to the figures shown for the year 1875.

	1877	1878
Robert Money Institution, Bombay	1	7
General Assembly, Bombay	1	3
Ahmedabad Mission	1	2
Surat Mission		2
Free General Assembly, Bombay	3	1
Poona Free Church Mission ..	..	1
Church Mission School, Hyderabad	.	1
Belgaum Mission	1	.
Total	7	17

41. Of the private schools shown in the margin, the Benevolent Institution receives a fixed grant, and the Bombay Private English School has hitherto had a grant by results; while Sir Cawasji Jehangir's Madresa at Navsári is under Government inspection. The rest of the schools are unaided. The Proprietary School has flourished for many years, and is supported by wealthy gentlemen who would not receive a Government grant. The rival school in the Fort is an institution of later date, but is well managed and able to charge high fees. In another part of the city the Chandanvádi and the Bombay High Schools are rivals, and the withdrawal of the Government grant some years back appears to have had a stimulating effect, and to have roused the managers to greater exertions, the results of which are shown in the increased number of candidates passed for Matriculation. The Alfred High School in Bombay, and the Native Institution in Poona are unaided, as the educational requirements of the localities in which these schools are placed, are considered to be sufficiently met by schools of older date, and as the resources of Government do not now admit of aid being given to schools carried on for profit.

	1877	1878
Bombay Proprietary School	4	14
Pársi High School, Fort, Bombay	5	13
Sir J. J Pársi Benevolent Institution, Bombay	3	8
Chandanvádi High School, Bombay	3	5
Bombay High School		4
Poona Native Institution	2	3
Sir Cawasji Jahangir N Z Madresa	1	3
Bombay Private English School	2	1
Alfred and Pársi High School, Bombay	1	
Bábá Gokhle's School, Poona (closed)	1	
Total	22	51

High Schools.

42. The returns show increases of 1 school with 80 scholars under Government, 2 schools with 105 scholars under aided, and 1 school with 73 scholars under inspected schools. The total increase comes to 4 schools and 258 scholars.

43. The Central Division shows an increase of 156 scholars in Government schools, and an increase of 2 schools with 130 scholars under aided schools. The details are as under:—

Central Division

Names of High Schools	Numbers on Rolls		Fees Realized		Head Masters.
	1878	1879	1878	1879	
Government High Schools.			Rs a. p.	Rs a p.	
Elphinstone	711	737	27,796 9 6	29,237 9 0	Mr Best, M A, acted for the first eleven months, and Mr. Barrett B A, from 1st March 1879.
Poona ...	489	570	9,146 0 0	10,186 9 6	Mr. M M Kuntè, B A., for the first ten months, and for the remaining two months Mr, V. A. Modak, B.A
Ratnágiri ..	159	166	2 692 12 0	2,693 0 0	Mr. N V. Sáthe, B.A.
Sátára	222	231	3,637 0 0	3,702 8 0	Mr D. B Jathár, B.A.
Sholápur ...	87	110	1,201 10 6	1,226 10 6	Mr. R G Nuik.
Thána.	91	101	2,064 9 0	2,086 1 9	Mr G M. Sáthe, B.A.
Aided High Schools.					
16 High Schools	2,694	2,824			
Total	4,453	4,739	46,538 9 0	49,132 6 9	

Mr. Kirkham remarks that the progress of the Elphinstone High school, "as measured by the chief statistics of the year, has been uninterrupted and satisfactory. The number on the rolls rose from 711 to 737, and the average daily attendance from 609 to 652. The fee receipts of the year amounted to Rs. 29,287-9-0 against the sum of Rs. 27,796-9-6 collected last year. The expenditure, on the other hand, was again less than in the previous year, being Rs. 42,353-7-3 against Rs. 42,684-15-11. The consequence is that the cost to Government per head in this school was only Rs. 12-0-4 for the year, the lowest rate of head money ever registered in a High School." The interest on the Endowment Fund amounts to Rs. 5,277-12-4 per annum, so that the Government expenditure on the Elphinstone School has been reduced to Rs. 7,840-1-11. It is, moreover, probable that a further reduction in the Government expenditure will be shown when the school moves into the new building which has been under construction for so many years, and which we are now unable to occupy owing to the absence of furniture. Of the other Government schools, Mr. Kirkham reports favourably. The statistics of the Poona School are generally satisfactory, the decline in numbers which Ratnágiri has shown since 1876 has been arrested, and the numbers at Sholápur have begun to revive, while some improvement is shown at Sátára and Thána. The Thána School is still suffering from bad accommodation; but this defect has been removed in the case of Sátára, and next year I hope to report that substantial progress has been secured by Mr. Jathár and his Assistants.

The increase under aided schools is "owing to the addition to last year's list of the Cathedral Choir School, Bombay, for which a fine building is in course of erection on the Esplanade, and the St. Mary's Girls' School, Poona. Both these were last year in the list of aided middle class schools, but have made good their claim to rank in the higher class. The list, as it now stands, contains 10 European and Eurasian schools, 4 Missionary schools, and 2 schools under exclusively Native management. The total number of pupils at the end of the year was 2,824 against 2,694, the increase in the three classes of institutions just mentioned being—European and Eurasian 1,220 risen to 1,304, Missionary 973 risen to 992, Native management 501 risen to 528."

The results of the annual examinations are tabulated as under :—

(1) *Anglo-Vernacular Schools.*

Names of Schools.	Standards.	Number Examined.	Number Passed.						Percentage of passed under all heads.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Passed under all heads.	
Government.									
Elphinstone.. . . .	IV to VI	526	403	477	336	309	385	197	37
Poona . .	I. to VI.	328	257	118	78	162	198	96	29
Sátára	I. to VI.	166	121	64	47	83	112	51	30
Sholápur	I to V	66	49	29	13	37	55	31	46
Thána	I. to VI.	94	40	32	11	41	63	20	21
Total		1,180	870	720	485	632	813	395	33
Aided.									
Náráyan Amrit School	I to VI	99	17	35	6	14	34	6	6

(2) *Schools for Europeans and Eurasians.*

Names of Schools.	Standards.	Number examined.	Number Passed.					Needle Work.	Percentage of passed under all heads.
			Arithmetic.	English.	History and Geography.	Second Language.	Passed under all heads.		
Aided.									
Education Society's School, Byculla ...	I. to VIII.	112	106	189	60	10	71	...	[illegible]
St. Mary's Institution, Bombay	I. to VIII.	325	234	466	133	35	134	...	[illegible]
Scottish Orphanage, Máhim...	I. to VIII.	76	64	112	47	6	39	32	[illegible]
Cathedral High School	I. to VI.	36	15	42	15	2	6	...	[illegible]
Total ...	...	548	419	809	255	53	252	32	[illegible]

The Elphinstone and Poona High Schools were examined by the Professors of the Arts Colleges. The figures for the Elphinstone School show "that there has been a general improvement in all standards, and that in particular, as remarked by Mr. Wordsworth, the improvement in the lower standards, to which attention was drawn last year, has been maintained and even increased during the year under review." The figures for the Poona School include the Inspectors' returns for the three lowest standards. Mr. Kirkham remarks that the elementary work had been well done, and that he was pleased with all the classes. In the High School classes "the College examiners praise the instruction in Mathematics, Persian, and History, pointing out deficiencies, however, in certain classes. Messrs. Selby and Forrest recorded remarks on the History, Geography, and English to the general effect that the instruction in these subjects was mechanical, and wanting in life and intelligence. They recommend that English should be more spoken in the school so that the transition from school to college methods should not be so great as it is at present." The returns for Sholápur are very favourable; and Sátára and Thána show a great improvement, although the Inspector notes many defects, especially at Thána, which require the careful attention of the teachers. Owing to a severe attack of illness at the date fixed for the examination, Mr. Kirkham was unable to send in returns for the Ratnágiri School.

On the general results of the examinations of Government schools Mr. Kirkham's remarks are favourable:—

"It will be seen that except in the head of History and Geography there has been a perceptible increase of efficiency in all the subjects of school instruction, and especially in the two staple subjects, English and Mathematics."

The examination returns for aided schools give the figures for 4 schools examined by the Educational Inspector, North-East Division, and for the Byculla School which printed Mr. Kirkham's report in full. The returns for the other aided High Schools in the Central Division were lost in the Vishrámbág fire.

44. The High Schools in the North-East Division show a decrease of 22 pupils, the number on the rolls being 349 against 371 in the previous year. The detail for each school is as under:—

North-East Division.

Name of School.	Number on Rolls.		Fee Receipts.						Head Master.
	1878.	1879.	1878.			1879			
			Rs.	a.	p.	Rs.	a.	p.	
Dhulia ...	146	128	1,927	12	10	1,757	14	0	Mr. Mahádev Vishnu Káne, B. A.; Mr. Gopál Bábáji Hirpátak, acting from 6th June 1878.
Ahmednagar ...	97	70	1,857	1	6	1,714	7	0	Mr. Gopál Bábáji Hirpátak; Mr. Hari Bhagwant Keskar, B. A., acting from 19th June 1878.
Násik... ..	128	151	2,074	8	0	1,929	8	0	Mr. Shivrám Bápuji Paránjpe, B. A.; Mr. Dwárkánáth Rághobá Tarkhadkar, acting from 8th January 1879.
Total ..	371	349	5,859	6	4	5,401	13	0	

Mr. Jacob remarks that the decrease at Dhulia and Ahmednagar is chiefly owing to increased strictness in the Head Masters' entrance examinations, by which both schools will ultimately be much benefited. In the University Entrance Examination Násik did best; but Mr. Jacob reports that the masters of all three schools have done much to eradicate the defects pointed out in his last report.

"The subjoined conspectus of the results of the annual examinations held by the Inspector shows that each school has considerably improved in efficiency since last year:—

Name of School.	Standards.	Number Examined.	Number Passed.						Percentage of passed under all heads.	Percentage of passed in the last year.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Passed under all heads.		
Dhulia High School. { Upper Division...	IV. to VI.	37	33	27	30	18	24	12	·32	·04
Dhulia High School. { Lower Division...	I. to III.	39	35	28	...	30	30	21	·53	·43
Ahmednagar High School ...	IV. to VI.	53	20	22	25	14	12	9	·17	·13
Násik High School. { Upper Division ..	IV. to VI.	37	27	7	32	16	16	10	·27	·10
Násik High School. { Lower Division..	I. to III.	67	37	41	..	36	39	17	·25	·34

"Each school was supplied during the year with a costly set of apparatus. The Head Master of the Násik High School has already made ample use of it in his higher classes, as well as in a series of popular lectures in Maráthi to the masters and senior pupils of vernacular schools. I have arranged with the Head Masters and the Deputies that a special course of lectures in elementary Astronomy and Chemistry shall be given every year in each High School for the benefit of a select number of village schoolmasters. I have also suggested to the Head Masters that each High School should keep a simple meteorological register, which should be daily filled in by the science teacher with the assistance of the pupils of his class. There would be no difficulty in getting the observations taken during school vacations. If regularly and accurately kept, a record of this kind in every zilla town would be of considerable scientific value. Mr. Chambers, of the Colába Observatory, would perhaps help us by prescribing some simple form of register for the purpose; and if he would also consent to receive and record a brief meteorological report from each High School, it would ensure the school registers being regularly filled in. The scientific resources of *all* the High Schools of this Division will be further utilized, I trust, before long by the opening of classes for instruction in agriculture. At the close of the year I ascertained generally that a class would be liberally supported in every zilla."

Northern Division.

45. In the Northern Division the number of High Schools has risen from 10 to 12, but the number of pupils is less by 51. The increase in schools is due to the opening of a High School by the Jam of Navánagar, and to the development of the Cawasji Jehangir Madrosa at Navsári. The decrease in pupils is due to a loss* of 99 under Government and 9 under aided schools; while inspected schools show an increase of 57. The detail for each school is as under:—

Names of High Schools.	Number on Rolls.		Fees realized.						Head Master.
	1878.	1879.	1878.			1879.			
Government High Schools.			Rs.	a.	p.	Rs.	a.	p.	
Ahmedabad	185	198	2,419	2	0	2,554	5	6	Mr. Barrett acted from April to 10th June 1878; Mr. Vithal Náráyan Páthak, M. A., acted from 1st July 1878 to 1st March 1879.
Surat	268	256	5,001	15	9	5,665	13	6	Mr. Wáman Abáji Modak, B.A.; Mr. Vithal Náráyan, M. A., acting from 6th March 1879.
Broach	136	135	2,797	0	0	2,959	12	0	Mr. Párvatishankar Manishankar Dave.
Nadiád...	64	58	1,459	14	0	1,226	15	0	Mr. Dorabji Edalji Gimi, B. A.
Rájkot...	237	125	1,741	6	0	1,785	12	0	Mr. Uttamrám Narberám Mehtá.
Bhávnagar	132	135	487	6	6	575	6	0	Mr. Jamsetji Nowroji Unwala, M. A.
Junágad	48	37	375	0	0	408	4	0	Mr. Dáyábhái Motirám Jághirdár, B. A.
Navánagar	...	27	.....			6	2	0	Mr. Dhirajrám Vishwanáth Vyás, B. A.

*The loss is nominal only, the returns for Rájkot including the A.-V. School in 1877-78 but excluding it in 1878-79.

Names of High Schools.	Number on Rolls		Fees realized.	
	1878.	1879	1878.	1879.
			Rs. a. p.	Rs. a. p.
Aided High Schools.				
Ahmedabad Mission ...	109	87	.....	.....
Surat do. ..	100	113	.....	.....
Inspected High Schools.				
Bhúj	35	41	.. ..	. ...
K. J. Navsári Madresa.	...	51	.. ..	.....
Total ...	1,314	1,263	14,281 12 3	15,182 6 0

The results of the Matriculation* were discouraging, only 28 boys passing from Gujarát. This poor result appears to be mainly attributable to the failure of the Surat School, where the Head Master has been three times changed :—

"The failure of the Surat High School to pass more than 5 pupils has had a great influence on the general result for the Division. This school has generally ranked among the best schools of the Presidency, and has at times been second to none but the Elphinstone High School. Had the usual number passed from the Surat High School, the total for Gujarát would not have been so deplorable. Ahmedabad, on the other hand, recovered its lost ground, and has produced far better results than it did in 1876-77 or in 1877-78. I cannot help thinking that this is due to a great extent to the energy infused into the teachers of the school by Mr. Barrett and his successor Mr. Páthak. Of the other High Schools of the Division not one distinguished itself. The Bhávnagar High School especially should have done better, only one boy passing from it. I was not surprised that no boys passed from Junágad, as at the time of examination fever was raging in that part of Káthiáwár."

The results of the annual examinations are given below :—

Names of Schools.	Standards.	Number Examined.	Number Passed. Mathematics.	Vernacular.	2nd Language	History and Geography.	English.	Passed under all Heads.	Percentage of passed under all standards.
Government High Schools.									
Surat High School ..	IV. to VII.	197	104	164	69	141	121	67	34
Ahmedabad do. ...	IV. to VII.	117	100	95	58	85	79	56	48
Bhávnagar do. . .	III. to VII.	80	67	68	31	40	52	28	35
Broach do. ...	I. to VII.	208	182	187	27	158	154	122	59
Nadiád do. ...	I. to VII.	93	86	85	13	78	77	69	74
Rájkot do. ...	I. to VII.	151	123	183	40	115	104	79	52
Junágad do. ...	I. to VII.	61	45	49	16	43	40	30	49
Navánagar do. ...	I. to VII.	Not examined this year.						...	
Total ...	...	907	710	781	254	660	627	451	49
Aided High Schools.									
Surat Mission	I. to VII.	Partially examined.							
Ahmedabad Mission ..	I. to VII.								
Inspected High Schools.									
Navsári Madresa... ...	IV. to VII.	34	32	32	...	23	19	14	41

* For remarks on the Matriculation, see Appendix I.

The Inspector reports that Ahmedabad has made decided progress; that Nadiád showed satisfactory results, except under Standards IV. and V.; and that the discipline at Broach was better than in the previous year. On the other hand, the results at Surat were not what they should have been, and the new master will have to work hard to bring the school up to its former condition. In Káthiáwár the Rájkot School did fairly, except under Standard VI., but at Bhávnagar and Junágad little improvement was shown. This is accounted for by the sickness which was prevalent in Káthiáwár throughout the year: "Fever everywhere bad this year, has been especially prevalent and virulent at Junágad. I can consequently report little improvement in the condition of the High School as compared with last year. Out of a total population of about 30,000 in the town, nearly 6,000 have died in the last 6 months, and such sickness and mortality have seriously affected our schools both English and Gujaráti." The school which was lately opened at Navánagar was not examined, but Mr. Giles reports that the scale of establishment sanctioned by the Government of His Highness the Jam is sufficiently liberal, and that the school will be a great boon to the people of Western Káthiáwár. Of the Mission schools, that at Ahmedabad has made decided progress.

Southern Division.

46. The High Schools in the Southern Division show an increase of 55 pupils, the Government schools showing an increase of 51, and the Native State school an increase of 16, while the aided school shows a decrease of 12. The increase under Government schools is mainly due to the amalgamation of the Anglo-Vernacular and High Schools at Dhárwár. The details for each school are as under:—

Name of School.	No. on Rolls in March.		Fee Receipts for		Head Master.
	1878	1879	1878.	1879	
Government.			Rs. a. p.	Rs. a p.	
Sardárs' High School, Belgaum ...	142	148	1,907 12 0	2,195 12 0	Mr. Hoogwerf.
Dhárwár High School ..	124	169	2,260 10 0	2,484 15 6	Mr. Vithal Náráyan Páthak, M.A., and Mr Káne, B.A., acting from June 1878.
Aided.					
Belgaum, London Mission High School ...	186	174	.....	... .	
Inspected.					
Kolhápur High School ...	268	284	.. .	..	Mr B. B. Wakhárkar, B. A.

In the University entrance examination Dhárwár comes first, Kolhápur second, the Mission School third, and the Sardárs' School last. In the Inspector's Examination the same order is given for the first two schools, but the Sardárs' School comes before the Mission School. Mr. Patwardhan speaks well of the Dhárwár School, but found some fault with Kolhápur, and vigorously condemned the mechanical drudgery practised in the Sardárs' School at Belgaum.

The examination figures for these schools are as under:—

Name of School.	Standards.	Number Examined	Number passed.						Percentage of Passed under all Standards.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Passed under all Standards.	
Dhárwár High School ...	IV. to VI.	69	38	27	24	46	36	23	33·3
Kolhápur do. ...	I. to VI.	183	105	66	58	111	84	57	31·1
Sardárs' do. ...	IV. to VI.	89	51	28	32	49	42	23	25·8
London Mission High School, Belgaum ...	I. to VI.	120	78	89	...	82	68	34	28·3

Sind.

47. In Sind the High Schools show an increase of 7 pupils. The details are as under:—

Name of School.	Number on the Rolls.		Fee Receipts.						Head Master.
	1878.	1879.	1877-78.			1878-79.			
Government.			Rs.	a.	p.	Rs.	a.	p.	
Kurrachee, Náráyan Jagannáth.	252	237	2,382	4	0	2,525	12	0	Mr. Edulji Dorabji Talati, B. A
Hyderabad	260	268	2,735	8	0	3,052	0	0	Mr. Keshav Bápuji Bál, B. A.
Shikárpur	131	132	1,224	12	9	1,446	3	0	Mr. Sadik Ali Mirza, B. A., Mr. Fazal Manji Khimjiani, B.A., acting from 13th April 1878.
	643	637	6,342	8	9	7,023	15	0	
Aided.									
4 High Schools ...	324	337	.....			.....			

"The decrease in the Náráyan Jagannáth School is mainly attributable to the small supply which it has received this year from the schools which feed it, and this is, of course, attributable to the general causes, bad seasons, sickness, &c., which have affected all schools." The increase under aided schools "is solely due to increased attendance in the St. Patrick's and Convent Schools at Kurrachee. The goodness of the education given in these schools has often attracted favourable notice, and accounts for their popularity even among Protestants."

Of the results obtained in the entrance examination Mr. Hart Davies reports favourably:—

"The recent change in the University rule as regards the entrance examination, viz., that of holding it at different selected centres (Kurrachee being one), has afforded great facilities to Sindhi youths of appearing for and passing the Matriculation Examination of the Bombay University. In accordance with this new scheme, the University entrance examination was, during the year under report, held at Kurrachee by R. W. Pinhey, Esquire, Barrister-at-law, who was specially deputed by the Syndicate for the purpose. It will be observed that in 1878-79, 36 pupils offered themselves for the examination at this centre against 11 at Bombay during 1877-78, and out of the former number 15 passed against 6. The results are creditable to the Kurrachee Náráyan Jagannáth and Hyderabad High Schools, the Kurrachee High School especially coming to the front. The Kurrachee Fair and Exhibition prize worth Rs. 40 and the Frere prize, Rs. 20, were both awarded to the Náráyan Jagannáth High School."

The results of the annual examinations of the High Schools are given below:—

	Standards	Number presented.	Passed.						Percentage of Candidates passed in all heads.
			Mathematics.	Vernacular.	History and Geography.	English.	Needle-work.	All Heads.	
Government.									
Kurrachee	I. to VI.	179	151	153	156	151	...	114	63·6
Hyderabad	Do.	222	195	200	183	194	...	154	69·3
Shikárpur	Do.	100	86	101	72	65	...	51	51·0
Total ...	.....	501	432	454	411	410		319	63·6
Aided.									
4 High Schools	I. to VIII.	241	223	221	229	168	101	185	76·7
Grand Total ...	.....	742	655	675	640	578	101	504	67·9

"These results have been, on the whole, satisfactory, when compared with those of the year previous to that under report, but an improvement in the Shikárpur High School is desirable. Owing to the character of the climate, good men are not willing to go there, and the school has always suffered in consequence. Kurrachee showed a decided improvement over last year, and Hyderabad under Mr. Keshav Bápuji Bál steadily shows satisfactory results."

Middle Class Schools.

48. The returns for the whole Presidency show a decrease of six middle class schools with 137 pupils. Government schools show an increase of 189 pupils under 1st grade, and a decrease of 5 schools and 549 pupils under 2nd grade schools. Aided schools show an increase of 2 schools and 360 pupils under 1st grade, and a decrease of 40 pupils under 2nd grade schools. Inspected schools show a decrease of 3 schools and 97 pupils.

Central Division.

49. The Central Division shows an increase of 3 middle class schools with 624 pupils. The detailed figures are as under :—

	Number of Schools.			Number of Scholars.		
	1877-78.	1878-79.	Increase.	1877-78.	1878-79.	Increase.
Government.						
1st Grade	9	9	.....	1,194	1,252	58
2nd Grade...	15	15	... ..	2,010	2,101	91
Aided.						
1st Grade	10	12	2	1,412	1,788	376
2nd Grade	1	1	.....	188	194	6
Inspected.						
Middle class	7	8	1	798	891	93
	42	45	3	5,602	6,226	624

The Government 1st grade schools show an increase of Rs. 470 in fee receipts. The examination returns for these schools are as under :—

Name of School.	Standards.	Number examined.	Number Passed.					Passed under all Heads.	Percentage of passed under all Heads.
			Mathematics	Vernacular.	2nd Language	History and Geography	English.		
Government 1st Grade.									
Poona Camp	I. to III.	70	67	54	...	52	60	37	53
Bársi .	I. and II.	14	14	13	...	12	10	10	71
Pandharpur ..	I. to IV.	28	23	22	.	21	21	15	54
Kalyán .. .	I. to V.	82	51	28	15	44	37	21	26
Fort Branch .. .	I. to III.	174	168	154	...	145	141	116	67
Gokuldás Tejpál ...	I. to III.	164	153	143	.	124	139	94	57
Jagannáth Shankarset ...	I. to III.	137	118	101	..	94	124	74	54
Fanaswádi	I. to III.	109	87	76	..	65	79	31	28
Chandanwádi	I. to III.	117	98	91	...	77	77	49	42
Total ..		895	779	682	15	634	688	447	49

Mr. Kirkham remarks on their progress as under :—

" As regards individual schools I was much pleased with the work done in the Poona Camp School. It was thoroughly sound in all standards. The teaching at Bársi is also thorough, and is not responsible for the low state of the attendance. At Pandharpur the results are slightly better than last year. The Kalyán School did a good year's work, but is still considerably behind the other schools of its grade. The classes were composed of unequal material. The English reading was noisy and apparently fluent, but really inaccurate. It struck me there was an unusual amount of stuttering, a habit which easily becomes epidemic in a mofussil school. The Arithmetic and Sanskrit were very fair, and the copy-writing careful and neat. Two boys from Pandharpur and 1 from Kalyán passed the 1st Class Public Service Certificate Examination. The Bombay group of schools I found in a

state of high efficiency. As regards the three Anglo-Gujaráti schools, though each has its good points, I must rank the Gokuldás Tejpál as first on the whole for accurate and thorough elementary teaching. The reading and translation in all classes but the last were excellent, and the instruction under other heads almost equally satisfactory. The head most open to improvement was the penmanship, in which I had to censure a faulty method of correction. The instruction in all subjects but one in the Fort Branch is as good as in the Gokuldás Tejpál. The one exception, however, is important: the English pronunciation. The Pársi difficulty with 'v' making 'coferts' for 'coverts,' 'hafing' for 'having,' was very common, together with a bad nasal twang. The vowel sounds were also badly given: 'slăv' for 'slave,' 'ship' for 'sheep,' and so on. The translations and paper work generally were nevertheless excellent, and the arithmetic good. The masters took notes of the weak places in pronunciation for special attention this year. The Chandanwádi School is weaker in several points than the two schools just described. Its growth has been too rapid, perhaps, for thorough consolidation. The work done during the year was, however, satisfactory, and a great improvement over last year. The fee collections in this school very nearly cover the whole expenditure, and it has strong claims for an improvement in the pay of its staff. The two Anglo-Maráthi schools are efficient. The Fanaswádi School has been removed into better premises, and passed a good examination. The grammar of the highest standard, taught by the head master, was specially excellent. The results of the examination of the Jagannáth Shankarset School were also very satisfactory."

The Government 2nd grade schools show an increase of Rs. 76 in fee receipts. The examination returns are as under:—

Name of District.	Number of Schools.	Standards.	Number examined	Number Passed.					Percentage of passed under all heads.
				Mathematics.	Vernacular.	History and Geography	English.	Passed under al heads.	
Poona	2	I. and II.	37	26	27	26	27	20	54
Sátára	3	I. and II	40	37	35	29	28	24	60
Thána .	4	I. to III.	53	37	33	34	37	25	47
Bombay .	6	I.	115	58	64	40	45	18	16
Total .	15	...	245	158	159	129	137	87	35

"As reported last year, the two schools of this class in the Poona Collectorate are at Junnar and Talegaon Dábháda (Táluka Mával). The Junnar school is in the most satisfactory and efficient condition. The Talegaon school is not so satisfactory, and I have arranged for a change of masters. In the Sátára Collectorate the three schools of this class at Wái, Tásgaon, and Karád continue to do well. The increase in the number of boys learning English is nearly 50 per cent. The school at Tásgaon is especially flourishing. In the Thána Collectorate, also, the number and situation of the 2nd Grade Anglo-Vernacular Schools are unchanged, viz., 3 schools at Panvel, Bassein, Uran, and the Anglo-Portuguese School at Thána. Of these, the schools at Panvel and Bassein are in the most satisfactory state. The remaining 6 schools of this grade are in the Island of Bombay, three being Anglo-Maráthi and 3 Anglo-Gujaráti."

These 6 schools are reported to be doing well.

The returns for the aided middle class schools were lost in the Vishrámbág fire, but copies of the returns for the following schools have been obtained:—

Name of School.	Standards.	Number examined.	Number Passed.					Percentage of passed under all heads.
			Arithmetic.	English.	Writing.	History and Geography.	Passed under all heads.	
G. I. P. Railway School, Lánoli	I. to IV.	12	11	7	12	7	5	42
Indo-British Institution Boys School, Sonápur, Bombay...	I. to IV.	29	26	22	25	8	13	45
Total ...	...	41	37	29	37	15	18	43

Mr. Kirkham reports that the Lonávla school has made some progress under a new master. "The reading was rather poor, but the arithmetic was very good and accurate, and the penmanship neat." Most of the middle class schools

under inspection are noticed under Native States. Of the 3 schools of this class which existed in the city of Bombay, "the Jijibhai Dadabhai Charity School at Parel was closed during the year for want of funds. The remaining two continue under the inspection of the Gujaráti Deputy in Bombay. The number of pupils in them on the 31st March was 295. They were examined under the Anglo-Vernacular standards, and the following were the results :—

District.	Number of Schools examined.	Standards.	Number of Scholars examined.	Number Passed.					Percentage of passed to number examined.
				Mathematics.	Vernacular.	History and Geography.	English.	Passed in all heads.	
Bombay	2	I. to III.	82	53	40	17	25	7	85.

They do not differ in any noteworthy respect from those recorded last year."

North-East Division.

50. The returns for the North-East Division show a decrease of 1 school and 383 scholars. The detailed figures are :—

	Number of Schools.			Number of Scholars			
	1877-78.	1878-79.	Decrease.	1877-78.	1878-79.	Increase.	Decrease.
Government.							
1st Grade	1	1	...	103	117	14	..
2nd Grade	6	5	1	1,276	864	...	412
Aided.							
1st Grade	5	5	...	186	201	15	...
Total ...	12	11	1	1,565	1,182	29	412

The school that was closed was a 2nd grade class at Chopda which failed for want of local support. On the efficiency of his middle class schools Mr. Jacob writes as under :—

"The number on the rolls of the 1st Grade Anglo-Vernacular School at Ahmednagar has risen from 103 to 117 and the fee receipts from Rs. 975-8-0 to Rs. 1,099-8-0. The results of my examination of the school do not appear so favourable as those of the previous year ; but this is owing to my examination having taken place soon after the classes had been newly formed, and after the best scholars of the year had gone up to the High School. I consider the school to be in a sound and efficient state. The competency of the teaching staff is much above the average. Judged by the examination results, the 2nd grade schools come out 16 per cent. better than last year, as will be seen from the following table :—

	Number examined.	Number Passed.			Total.
		Standard I.	Standard II.	Standard III.	
1877-78	101	17	11	8	36
1878-79...	96	28	16	5	49

"The small number passed in the highest standard is discouraging. The 3 schools of Khándesh (at Yával, Erandol, and Párola) passed only 3 boys between them in standard III. The school in Násik Zilla (at Málegaon) passed 2, and the Ahmednagar school (at Sangamner) none. Of these 5, only two have joined a High School. The large falling off

of 412 pupils in these schools must be largely credited to the Vernacular Department, which in each case constitutes more than three-fourths of the school, and which has suffered in common with other primary schools."

On the railway schools at Bhusával and Igatpuri, a special report has been submitted, and Government has requested the Company to do what is necessary in the way of providing better accommodation and improved appliances. The results of the annual examinations of middle class schools in the North-East Division are as under :—

Name of School.	Standards.	Number Examined.	Number Passed.							Percentage of passed under all heads.	Percentage passed last year.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Needlework.	Passed under all heads.		
Government.											
1st Grade.											
Ahmednagar	I. to III.	82	54	44	..	51	39	..	19	23·1	50·0
2nd Grade.											
Khándesh District	I. to III.	51	45	34	..	30	32	..	27	52·9	47·1
Ahmednagar Do.	I. to II.	25	16	17	..	15	20	..	14	56·0	15·2
Násik Do.	I. to III.	20	14	11	..	9	11	..	8	40·0	5·8
Total ..	..	96	75	62	..	54	63	..	49	51·0	.....
Aided.											
1st Grade.											
G. I. P. Railway Company School at Bhusával	I. to III.	11	9	..	4	10	8	..	5	45·4	.....
Church Missionary Society's Anglo-Vernacular School at Malegaon	I. to IV.	11	7	8	..	8	5	3	3	27·2	.....
Total ..	..	22	16	8	4	13	13	3	8	36·3	.....
Grand Total ..	..	200	145	114	4	118	115	3	76	38·0	.....

51. The Northern Division shows a decrease of 3 middle class schools with 120 pupils. The detailed figures are :—

Northern Division.

	Number of Schools.				Number of Scholars.			
	1877-78.	1878-79.	Increase.	Decrease.	1877-78.	1878-79.	Increase.	Decrease.
Government—								
First Grade	14	16	2	...	1,411	1,623	212	...
Second Grade	14	11	...	3	1,000	788	...	212
Aided—								
First Grade	3	3	...	...	265	237	...	28
Inspected—								
First and Second Grade ...	8	6	...	2	359	267	...	92
Total ...	39	36	2	5	3,035	2,915	212	332

The changes under Government schools are due to the closing of the Tálukdári School, Ahmedabad, which ranked as a second grade school, and to the transfer of the schools at Navánagar and Pálanpur to the list of 1st grade schools. The decrease under inspected schools is caused by the closing of English classes at Navsári and Bilimora.

The examination returns of the schools in the Northern Division are as under :—

Names of Schools.	Standards.	Number Examined.	Number Passed.						Percentage of passed under all standards.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Passed under all heads.	
Government.									
First Grade.									
Balsár	I. to V.	58	55	55	...	55	52	50	86
Kaira	I. to V.	39	36	32	...	28	26	18	46
Viramgám	I. to IV.	33	33	32	3	32	30	28	85
Camp Deesa	I. to IV.	24	24	22	...	23	20	20	83
Navsári	I. to IV.	54	52	50	...	47	41	41	76
Pársi Panchâyat, Surat	I. to V.	72	49	53	...	63	62	37	51
Gopipura, Surat	I. to III.	130	99	117	...	120	111	74	57
Haripura, Surat	I. to III.	92	76	87	...	78	75	61	66
Ahmedabad No. I.	I. to III.	95	93	91	...	90	88	83	87
Do. No. II.	I. to III.	110	110	107	...	109	92	90	82
Bhávnagar	I & II.	96	85	65	...	61	67	44	46
Pálanpur	I. to V.	20	18	18	...	17	9	9	45
Second Grade.									
Dholka	I. to III.	21	20	18	...	18	16	14	16
Káthiáwár	I. to IV.	215	190	157	4	170	160	126	59
Inspected.									
Second Grade.									
Káthiáwár	I. to III.	14	11	10	..	10	11	6	43

In explanation of these returns Mr. Giles remarks :—

"The two branch schools at Ahmedabad and the schools at Balsár, Viramgám, and Camp Deesa have done remarkably well. The percentage of boys passed to those presented is in all these schools over 80 per cent. Navsári comes next with 76 per cent. In the Surat Haripura Branch School 66 per cent. passed, and in the Gopipura 57. The Pársi Panchâyat School is next in order with 51 per cent., while the schools at Kaira, Bhávnagar, and Pálanpur did not succeed in passing 50 per cent. The Kaira school would perhaps have done better had there not been a rumour that the school was to be closed, which led to the boys being irregular in their attendance. I do not see any reason for closing the school at present though I think it would be advisable to reduce the pay of the Head Master and make the school a feeder to the Nadiad High School, limiting it to the 3rd standard. I also think it probable that when the railway from Ahmedabad to Pálanpur is completed, the Pálanpur Anglo-Vernacular School will become a 2nd Grade Anglo-Vernacular School teaching up to Standard III. At present boys find a difficulty in going to Ahmedabad to join the High School, but that difficulty should be removed entirely where the railway exists. Boys, too, from the Deesa Camp school may be expected to come to Ahmedabad. In Káthiáwár I examined the Wadhwán and Gondal schools and also the highest class of the Limdi school. The English school at Wadhwán Camp had not many pupils and will never, I fear, prosper. The school at Wadhwán City was in fair order. The Gondal school usually does very well, but this year owing to the prevalence of fever many boys had been unable to attend regularly. The Navsári Madresa now teaches the four higher standards only. I last year arranged that when this took place the Government Anglo-Vernacular School, Navsári, should be regarded as a branch school for the Madresa. The Pársi Panchâyat accordingly reduced the establishment of the Madresa, and dismissed some of their most inefficient teachers. They, however, have permitted these same teachers to open a private school in the building of the Madresa, and consequently no additional boys have gone to the Government school. Thus the intended reform has done little or no good to the town. The Government school at Navsári was in good condition as usual. The Gandevi school has been closed at last after a hopeless struggle for existence maintained for several years. The people of the town, however, still hope to obtain aid from the Gáikwád's Government, in which case the school will re-open. The 3 aided English schools, viz., the Mission High Schools, Surat and Ahmedabad, and the Jehangirji Motábhái Vakilna School, Surat, were all examined partially, and received the grant of the previous year. The Ahmedabad Mission School has improved much lately. Two applications for registration as grant-in-aid schools were received from managers of private schools at Anklesvar and Ahmedabad. In each case the application has been rejected, the teaching staff not being regarded as sufficiently competent. A branch school at Anklesvar as a feeder to the Broach High School would be very useful, and I hope that such a school will be established ere long. In the case of the private school at Ahmedabad, I do not think that it deserves encouragement, as Ahmedabad is already sufficiently supplied with English schools. I have not visited the little English class at Udwara, as I found on enquiry that there are hardly any boys in it, and that it is shortly to be closed. I was able to examine the small Anglo-Vernacular School at Rádhanpur. The school does not yet

contain many pupils, but those who are there are getting on well. The Nawáb has built new buildings for the English and Vernacular Schools, which answer their purpose well. He seemed to take a great interest in the English school, and was present during a considerable part of my examination. The small school at Dholka in Ahmedabad is never likely to have many pupils. Its efficiency, however, has improved during the last year, and 66 per cent. of the pupils presented passed at my examination. There are two inspected English classes attached to Vernacular schools in Káthiáwár, which were examined by the Deputy Educational Inspector. Their efficiency seems to be small. At Dharampur the English class attached to the Vernacular school is reported to be in an improving condition."

Southern Division.

52. Under middle class schools the Southern Division shows a decrease of 5 schools and 151 scholars. The detailed figures are :—

	Number of Schools.			Number of Scholars.			
	1877-78.	1878-79.	Decrease.	1877-78.	1878-79.	Increase.	Decrease.
Government.							
1st Grade	7	5	2	436	327	...	109
2nd Grade	13	12	1	1,490	1,547	57	...
Aided.							
1st Grade	3	3	...	148	147	...	1
Inspected.							
1st and 2nd Grade	14	12	2	1,220	1,122	...	98
Total ...	37	32	5	3,294	3,143	57	208

The decrease under Government 1st grade schools is caused by the amalgamation of the Dhárwár 1st Grade School with the High School, and by the transfer of the Gadag school to the second grade, owing to a reduction in the municipal grant. At Haliyál a Second Grade school has been opened, but, on the other hand, the 2nd grade schools at Chikodi, Gokák, and Bijápur have been closed, owing to the want of popular support. The decrease of two schools under inspection is due to the closing of schools in the States of Kolhápur and Rámdurg.

The results of the annual examinations are given below :—

Name of School.	Standards.	Number Examined.	Number Passed.						Percentage of passed under all standards.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Passed under all standards.	
Government. *1st Grade.*									
Belgaum	I. to III.	71	42	42	...	49	38	24	33·8
Hubli	I. to V.	59	29	50	1	37	27	15	25·4
Kaládgi	Do.	26	9	18	...	16	16	5	19·2
Kárwár	I. to VII.	90	29	44	9	30	41	14	15·5
Kumpta	I. to V.	32	9	17	...	10	17	4	12·5
		278	118	171	10	142	139	62	22·3

Name of School.	Standards.	Number Examined.	Number Passed.						Percentage of passed under all standards.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Passed under all standards.	
GOVERNMENT—*continued.*									
2nd Grade.									
4 Belgaum District ...	I. to III.	52	33	41	...	40	36	29	55·7
2 Dhárwár do. ...	..	...	...	...	...	...	...	...	...
1 Kaládgi do. ...	I.	16	11	13	...	12	13	10	62·5
5 Kárwár do. ...	I. to III.	72	49	55	...	50	52	39	54·1
Total ...	...	140	93	109	...	102	101	78	55·7
AIDED									
1st Grade.									
BelgaumPensioners'School	I. to VII.	28	25	25	...	25	16	16	57·1
Do. R. C. Convent School	I. to VI.	42	37	37	...	39	17	32	76·1
Dhárwár German Mission School	I. to V.	33	18	30	...	27	17	11	33·3
Total ...	...	103	80	92	...	91	50	59	57·2
INSPECTED.									
1st Grade.									
Savanúr	I. to III.	18	2	3	...	7	3	1	5·5
Miraj	I. to V.	49	33	31	...	28	27	19	38·7
Sángli	I. to II.	41	20	29	...	22	20	10	24·3
Jamkhandi	I. to V.	20	7	11	...	12	9	4	20·0
Mudhol	I. to II.	24	8	8	...	8	11	4	16·6
Total ...	...	152	70	82	...	77	70	38	25·0
2nd Grade.									
4 Kolhápur ...	I. to III.	57	47	44	...	43	45	34	59·6
1 Sángli	I. to II.	22	9	16	...	7	16	6	29·2
1 Kurundvád ...	...	...	...	...	...	...	..	...	...
Total ...	...	79	56	60	...	50	61	40	50·6
GRAND TOTAL ...	...	752	417	514	10	462	421	277	36·8

Mr. Patvardhan reports very favourably of the Convent School and of the Pensioners' School at Belgaum. On the schools for Natives he remarks;—

"The schools at Miraj and Belgaum have been doing satisfactorily under the present Head Masters. The school at Hubli comes next to Belgaum, but has greatly fallen off in point of quality. The Head Master, Mr. Sangappa, has also become unpopular owing to undue severity towards his pupils. The Sángli school which had greatly fallen off, appears to have revived under the present Head Master, Mr. Anant Appáji Renavikar. The schools at Jamkhandi and Kaládgi have not shown any signs of improvement. The Mudhol school has been labouring under the disadvantage of unqualified assistant masters. The Kárwár school had been contending with unfavourable circumstances for a long time past, but I am glad to observe that it is now making steady progress under the present Head Master, Mr. Costa. It passed two students at the late Matriculation Examination, and may be ranked as a High School from next year. The school at Kumta did not do well at my examination. This was perhaps owing to the bad health of the Head Master, Mr. Bhatkhande. I was not favourably impressed with the working of the Mission School, Dhárwár."

The Inspector's remarks on the second grade schools show that a good deal has been done to secure qualified teachers, but four or five of the schools are still deficient in this respect:—

"Nine out of the twelve Government schools of this grade have got competent English teachers, three being matriculates. The English teachers at Bafkol, Sampgaon, and Haveri are by no means fit to do their work satisfactorily. I visited the 2nd grade school at Kurundvád, and found it quite mismanaged. The 2nd Grade Anglo-Vernacular School at Shahapur is doing well under the present Head Master, Mr. Wáman Prabhákar Saranjáme. There are five 2nd grade Anglo-Vernacular schools in Kolhápur, and four of them are under matriculated head masters."

Mr. Patvardhan had some success in getting contributions from municipalities for English schools. Bágalkot has promised Rs. 300 and Nipáni Rs. 180 per annum, while Athni has given a lump sum of Rs. 1,000. The municipalities appear to have been influenced in this matter by a ruling of Government, requiring a knowledge of English in candidates for places of Rs. 30 and upwards.

Sind.

53. Under middle class schools Sind shows a decrease of 76 scholars, the details being:—

	Number of Schools.		Number of Scholars.			
	1877-78.	1878-79.	1877-78.	1878-79.	Increase.	Decrease.
Government.						
1st Grade	2	2	134	148	14	...
2nd Grade...	7	7	1,018	945	..	73
Aided.						
1st Grade	3	3	217	246	29	...
2nd Grade...	3	3	729	683	...	46
Total ...	15	15	2,098	2,022	43	119

The decrease occurs in the 2nd grade schools of the Hyderabad and Shikárpur Collectorates, and is chiefly due to "the failure of the crops in the Province, in consequence of which the majority of the parents in the mofussil had to withdraw their children from schools to put them out to labour for their support." In the 1st grade schools and also in the 2nd grade schools of the Kurrachee Collectorate, there is an increase; and this fact coupled with an increase of Rs. 580 in the fee collections (Provincial) leads the Inspector to infer that "there are no signs of a falling off in the desire of the upper classes of Sindhis to profit by an English education."

The figures given for the annual examinations are as under:—

	Standards.	Number examined.	Number passed under.					Percentage of passed to examined.
			Mathematics.	Vernacular.	History and Geography.	English.	All Heads.	
GOVERNMENT.								
1st Grade.								
Sukkur	I. to IV.	57	50	48	47	47	36	63·1
Tatta	I. to V.	33	32	31	30	31	28	84·8
Total ...	...	90	82	79	77	78	64	71·1
2nd Grade.								
Kurrachee...	I. to IV.	48	46	42	45	40	34	70·8
Hyderabad	I. to III.	36	29	34	31	26	22	61·1
Thar and Párkar...	Do.	24	23	24	21	19	17	70·8
Shikárpur...	I to IV.	50	43	41	39	37	31	62·0
Total ...	...	158	141	141	136	122	104	65·8

	Standards.	Number Examined.	Number passed under					Percentage of Passed to Examined.
			Mathematics.	Vernacular.	History and Geography.	English.	All Heads.	
Aided.								
1st Grade	I. to VI.	136	94	105	98	104	71	52·2
2nd Grade...	I. to III.	142	98	115	88	93	62	43·5
Total ...	...	278	192	220	186	197	133	47·8
Grand Total ...	...	526	415	440	399	397	301	57·2

Mr. Hart-Davies remarks that the two Government 1st grade schools did not do so well as usual :—

"The number of candidates presented and passed under different heads of standards has fallen off as compared with the figures of the previous year, but the percentage of Tatta is still good. I was unable to examine Tatta personally, but at Sukkur I considered that Mr. Chetanram Anatrai had done his work well during the past year. He reports in explanation of the falling off that it was 'attributable to the fact that at the time of the examination, about 40 pupils were in the miscellaneous class or below the standards.'"

Of the 2nd grade Government schools Mr. Hart-Davies writes as follows :—

"The results of the Kurrachee Collectorate schools have been unfavourable. I regret that no reasons have, however, been assigned by Ráo Sáheb Alumal for the failure under this class of schools, and as I was unable to examine any of these schools personally, I cannot state with certainty the causes of the comparative failure. There has been no change worth mentioning in the Hyderabad sub-division schools, but the English branch of the Lárkhána Anglo-Vernacular School has achieved good results as compared with those of the previous year."

The Study of English and Classical Languages, &c.

54. The figures for the institutions connected with Government show an increase in the number of students learning English :—

Number of Institutions.		Grade of Schools.	Number learning English.		Increase.	Decrease.
1877-78.	1878-79.		1877-78.	1878-79.		
7	8	Colleges...	870	880	10	...
43	47	High Schools	7,735	7,993	258	...
66	67	1st Grade Anglo-Vernacular Schools.	5,840	6,113	273	...
79	72	2nd Grade Anglo-Vernacular Schools.	1,815	1,762	...	53
14	13	Female Schools	1,150	1,041	...	109
1	...	Female Normal Schools	1	...	...	1
1	1	Special School	43	41	...	2
...	2	Police Schools	...	5	5	...
211	210	Total.	17,454	17,835	546	165
				Deduct—Decrease ...	165	
				Net Increase ...	381	57·2

The figures for voluntary languages are :—

Language.	1877-78.	1878-79.	Increase.	Decrease.
Sanskrit	2,574	2,888	314	...
Latin	825	821	...	4
Persian	898	970	72	...
Hebrew	8	77	69	...
Greek	...	1	1	...
French...	62	50	...	12
Total ...	4,367	4,807	456	16

55. The usual table regarding the social position of students in Government Institutions of the higher class is given below :—

	Sons of Persons of Property.	Sons of Professional Persons.	Sons of Merchants.	Sons of Contractors.	Sons of Government Officials.	Sons of Pensioners.	Sons of Officials under Native States.	Sons of Private Clerks.	Sons of Village Officers.	Sons of Petty Tradesmen.	Sons of Priests.	Sons of Shroffs, Brokers, and Money-lenders.	Sons of Artizans and servants.	Sons of Cultivators.	Sons of Beggars.	Sons of day labourers.	Sons of Soldiers.	Others.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Colleges	39	46	89	6	290	21	36	43	2	57	46	28	6	27	..	..	5	17	758
High Schools	712	286	313	29	1,372	76	209	238	95	117	151	111	39	140	35	29	12	225	4,189
First Grade Anglo-Vernacular Schools	416	192	312	20	777	64	184	366	42	227	153	105	127	110	26	32	5	309	3,467
Total ..	1,167	524	714	55	2,439	161	429	647	139	401	350	244	172	277	61	61	22	551	8,414

Vernacular Schools (Boys').

56. The number of vernacular schools for boys at the end of the year was 4,147 with 203,838 scholars, against 3,966 schools with 209,917 scholars at the end of the previous year. The details for March 1879 are :—

	Number of Schools.	Number of Scholars.	Increase of		Decrease of	
			Schools.	Scholars.	Schools.	Scholars.
Government	3,509	1,77,459	202	...	...	5,228
Aided	108	6,449	...	...	11	371
Inspected	507	18,609	...	...	12	544
Police and Jail Schools	23	1,321	2	64	...	...

The increase of 181 schools and the decrease of 6,079 scholars are divided between the several Divisions as under :—

	Number of Schools.		Number of Scholars.	
	Increase.	Decrease.	Increase.	Decrease.
Central Division	...	14	...	466
North-East Do.	18	...	...	2,805
Northern Do.	56	...	...	5,831
Southern Do.	130	...	3,849	...
Sind Do.	...	9	...	826
	204	23	3,849	9,928
Deduct—Decrease ...	23	*Deduct*—Increase ...		3,849
Net Increase ...	181	Net Decrease ...		6,079

57. A statement regarding cess schools will be found in Appendix J. The number of scholars in the cess schools, with the proportion which children of cess-payers bear to the whole number on the rolls, is shown below :—

Cess Schools.

	*Second Grade Anglo-Vernacular Schools, or Vernacular Schools with English Classes.			Vernacular Schools.		
	Total Number on Rolls.	Cess-payers	Proportion per cent.	Total Number on Rolls.	Cess-payers.	Proportion per cent.
Central Division	2,101	730	·35	43,331	26,966	62
North-East Do.	864	484	56	28,189	18,758	66
Northern Do.	...	...	...	49,312	33,675	68
Southern Do.	1,547	946	61	25,017	17,195	68
Sind Do.	945	199	21	10,499	2,017	19
Total ...	5,457	2,359	43	1,56,348	98,611	63

* Attendance in 2nd Grade Schools has been included above under Middle Class Schools.

In 1877-78 there were 2,478 cess-payers in 2nd grade Anglo-Vernacular schools, and 99,405 in Vernacular schools. The decrease for 1878-79 is due to large falling off in the North-East and Northern Divisions, and to a slight decrease in the Central Division. The returns for the Southern Division show a large increase, and there is also some improvement in the Sind returns.

The returns for different castes are given later on, and it will be seen from those returns that the number of 'kunbis' or 'cultivators', as distinguished from 'labourers,' &c., is 38,545 only, or 1,540 less than shown in the report for 1877-78. In Government schools the number of 'cultivators' has fallen from 35,533 to 33,590, but there is a slight improvement in the aided schools and in schools under inspection.

I have thus shown the number of cess-payers and the number of cultivators who use our schools. We have lately made an attempt to ascertain the occupations of the parents of children attending schools on the Local Cess Budgets, and the results of our inquiries are given below:—

Statement showing Sons and Relations of Agriculturists attending Local Fund Schools for Boys.

Division	2nd Grade Anglo-Vernacular Schools with English classes.					* Vernacular Schools.				
	Total Number on Rolls.	Sons and Relations of People classed as				Total Number on Rolls.	Sons and Relations of People classed as			
		†Agricultural.	†Partly agricultural.	†Non-agricultural.	Total.		Agricultural.	Partly agricultural	Non-agricultural.	Total.
Central Division	2,101	74	175	1,852	2,101	42,477	9,451	12,770	20,256	42,477
North East Do	864	94	155	615	864	27,482	8,354	5,965	13,163	27,482
Northern Do						46,236	18,438	8,547	19,251	46,236
Southern Do	1,547	427	519	601	1,547	23,888	7,341	7,280	9,267	23,888
Sind Do	945	20	51	871	946	9,609	769	1,137	7,703	9,609
Total	5,457	615	903	3,939	5,457	149,692	44,353	35,699	69,640	149,692

Central Division.

58. The Central Division shows a decrease of 14 schools and 466 pupils, the figures being:—

	Number of Schools.	Number of Scholars.	Increase of	Decrease of	
			Schools.	Schools.	Scholars.
Government	840	42,096	..	8	314
Aided	45	3,090	...	8	43
Inspected . ..	125	4,223	2	...	109
Total...	1,010	49,409	2	16	466

* The returns are incomplete.

† The instructions issued as to the meaning of these terms were as under —

"Under the first heading should be put all those who, living by the land only, either farm* or work for farmers. Under the second heading would come all those who live by the land, but also have other employment, such as the large farmer who also cleans and spins cotton, or who sub-lets part of his land and receiving rent in grain speculates in trade; the small farmer who carries goods for hire; and the village carpenter who has his fields but also practises his trade. The third heading will include all who do not cultivate, both those who pay cess but sub-let, and those who have no land at all This heading will also include joint holders who do not superintend or work on the fields, but engage in some other business leaving one or more of the joint holders to look after the land With regard to the terms *sons and relations* it is intended that the son should follow the father; but where the father is dead, then the class to which the son belongs will be decided by the class to which the guardian or person supporting the boy belongs."

* In England these people would be called gentlemen farmers, farmers (either tenant farmers or small men farming their own land) yeomen, statesmen, market gardeners, gardeners, and labourers.

"The decrease as to number of schools is confined to the Ratnágiri Collectorate, whilst the decrease in scholars extends also to the Collectorates of Poona, Sholápur, and Sátára, the districts mainly affected by the famine. In Thána and Kolába and in Bombay there has been the usual natural increase in scholars."

The fee receipts for the whole Division show an increase of Rs. 2,000; and it is satisfactory to observe that all the zillas contribute to this increase.

The examination results of the year are shown in the following table:—

Name of Collectorate.	Number of Schools examined.	Number of Scholars examined.	Number passed in all Heads.							Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Total.	
Poona	157	4,995	876	625	443	179	95	2	2,220	44
Sholápur	105	2,491	541	267	226	66	6	...	1,106	48
Sátára	204	5,634	1,110	775	475	204	82	26	2,672	47
Ratnágiri	126	5,109	859	538	426	266	100	14	2,203	43
Thána	132	4,818	646	436	286	119	43	6	1,536	32
Kolába	66	2,981	324	266	226	122	54	14	1,006	35
M. S., Bombay ...	17	1,355	165	122	122	66	2 2	...	497	37
G. S., Bombay ...	12	846	151	93	45	16	...	...	305	36
Total ...	819	28,229	4,672	3,122	2,249	1,038	402	62	11,545	41

"These results, when compared with those of last year, are decidedly favourable. 2,134 more boys than last year were presented for examination, and 1,513 more passed in all heads. The percentage of pupils passing in all heads is a good test of efficiency. Last year this percentage ranged from 27 per cent. in Sátára to 45 per cent. in Kolába. This year it ranges from 32 per cent. in Thána to 48 per cent. in Sholápur. Last year the percentage for the whole of the Central Division was 38. For the year under report it was 41."

Mr. Kirkham goes on to remark on the improvement shown in reading and writing Modi:—

"In regard to one subject of instruction in vernacular schools, I think, decided progress has been made during the year in the Central Division—I mean in reading and writing Modi. The popularity of the village school, as I observed last year, is greatly increased when the master writes a good Modi hand, and as our 'Modi standards' rapidly give the power to read or write a simple letter, they are asked for with increased frequency. As regards reading Modi manuscripts, the privilege of borrowing Modi official records from the kacheris of the Mámlatdárs for the purposes of practice, so very thoughtfully conceded by Government in their Resolution of May 1878, has been very largely made use of in this Division and with the best results. Mr. W G. Pedder mentioned to me just before leaving India that he was greatly struck with the change that had come over the village schools in this respect. He was accustomed, he said, to try all schools he visited with an ordinary Modi petition; and whereas formerly it was the rarest thing to find a school boy capable of reading a moderately difficult hand, now the exception was quite the other way, and the boys in a good school could read all ordinary manuscripts with ease and fluency."

Some further remarks of the Inspector will be found in Appendix K.

59. Financially the year has been a prosperous one for the North-East Division. The Cess Fund balance has been increased, and the Ahmednagar Fund is now well out of debt.

North-East Division.

There has also been a large reduction of Rs. 29,000 in the Local Fund expenditure, which has been obtained in spite of an increase of 20 schools; and the fee receipts (Local) show a net increase of Rs. 880. But in attendance there is a large decrease, amounting to 2,805 for the whole Division. The figures for Government and aided schools are:—

	Number of Schools.				Number of Scholars.		
	1877-78.	1878-79.	Increase.	Decrease.	1877-78.	1878-79.	Decrease.
Government ...	585	605	20	...	30,282	27,638	2,644
Aided ...	7	5	...	2	453	292	161
Total ...	592	610	20	2	30,733	27,980	2,805

The Inspector reports that the schools have been "affected by the general depression of the district, which has been brought about by the recent famine and scarcity, and by the continued high prices of the necessaries of life." But I observe that Khándesh is accountable for most of the falling off in attendance, the decrease in Ahmednagar and Násik being only 231 and 285, while the Peint Táluka shows a slight increase. In Khándesh the decrease is more than 2,000, and Mr. Jacob reports that there are special reasons for this decrease:—

"1. The raising of the rates of fees both for cess-payers and non-cess-payers to the same level as in the schools of Násik and Ahmednagar Zillas. The old and new rates are subjoined:—

Old Rates.	New Rates.		
Cess-payers—6 pies per mensem in all standards.	Cess-payers.	6 pies in	Standards I. to III.
		1 anna do.	IV.
		2 annas do.	V. & VI.
Non-cess-payers—2 annas per mensem in all standards.	Non-cess-payers.	2 annas do.	I. to III.
		3 annas do.	IV.
		4 annas do.	V. & VI.

"2. The reduction* of free studentships from 15 per cent. calculated on the total number of children of cess-payers, non-cess-payers and Bhils, &c., to 15 per cent. of the children of non-cess-payers (see note to para. 18 (*g*) of my last Annual Report). 3. The revision of the list of cess-payers' children. 4. More honest registration of attendance. Extensive fraud was discovered last year in the returns of average attendance and of the number on the rolls; and a severe example was made of the masters responsible for it. Cases came to notice of masters who had not only returned absent pupils as present, but had entered on the rolls the names of ex-students and others who were in no sense pupils, and had paid fees into the treasury on their behalf. The monthly fee for the children of cess-payers being only half an anna in Standards I—III, and the capitation allowance being one anna per mensem, a master would not be out of pocket by paying such fees himself, provided that he trimmed his numbers so as to prevent his grant for average attendance exceeding his proficiency allowance. In some cases there is reason to believe that the fees of fictitious pupils have been paid by the assistant master as a means of preventing his own services from being dispensed with when the numbers fall off. The Revenue Officers who pay visits of surprise to the schools have almost invariably noticed a striking disparity between the number present and the number on the rolls, which cannot in every case be wholly accounted for by the indifference of the parents in seeing that their sons get the education they pay for. In many instances, I fear, the disparity must be partly set down to the practice of registering fictitious pupils. During the year under report, however, inspecting officers have been more careful than formerly in testing the registration, and the masters have in consequence submitted more truthful returns. So far as this decrease in the return of pupils arises from the check thus given to fraudulent registration, it is not a matter for regret. I believe that a large proportion of the decline must be set down to this cause. The raising of the fees in a year which has unfortunately proved to be one of continued depression in the district generally, has also operated largely in the same direction. This is

* This order was issued without the sanction of the Local Fund Committee and of the Director, and has now been withdrawn.

clearly to be seen in the large falling off which has occurred in the superior schools, which are chiefly affected by the new scale of rates. But there is every reason to believe that the decrease due to this cause is strictly temporary. The rates have merely been raised to the level of other districts similarly circumstanced; and past experience shows that the numbers go up again as soon as the people see that the new scale of fees will be adhered to. The reduction of the free studentships and the revision of the reduced fee list have contributed but slightly to the decrease that has occurred.

"The falling off in the Násik and Ahmednagar sub-divisions occurs almost entirely in the superior vernacular schools in which the higher rates of fees are charged, and is chiefly* to be attributed to the fact that the rural population have not fully recovered from the effects of the late drought. Continued high prices together with an abnormally low birth-rate and high death-rate in both of these zillas in 1878 would show that the physical condition of the people is still considerably below par,† while in Nagar particularly the population had in the previous year been thinned by the famine migrations and by epidemic disease. All this appears to me to account for the children not being sent to school to the same extent as formerly. Every effort has been made by the Inspecting staff and by the Revenue Officers to maintain and, if possible, improve the position of last year. After conferring with the Revenue authorities, I transferred many poorly attended schools to other villages. But in no instance did the experiment meet with much success, though there is reason to believe that this and other similar measures that were tried have rendered the fall in numbers less than it would otherwise have been.

School Committees.

"These have been appointed throughout the Division, and in a few instances have proved useful. But the Deputy Inspectors report several cases in which they have had the greatest difficulty in inducing members to be present at the annual inspection, or to take any other interest in the welfare of the school. I have instructed my Deputies to report such cases to the Revenue authorities, as well as to do all in their own power to stimulate the Committees to do the simpler duties entrusted to them. But indifference of this kind may be expected to be frequent, more especially in the villages in which, in many cases, with the exception of the schoolmaster and kulkarni, every adult inhabitant is illiterate."

With regard to efficiency, the Inspector reports that Khándesh is first, Nagar second, Násik third, and Peint last. The figures for the year are:—

	Number of Schools examined.	Number of Scholars examined.	Number passed under all heads.						Total.	Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Government Boys' Schools—										
Khándesh	571	19,336	1226	747	472	558	293	48	5,805	30·0
Ahmednagar			555	350	285					
Násik			581	399	253					
Peint			23	8	7					
Police and Jail Schools.	4	84	7	6	3	...	...	...	16	19·2
Total ...	575	19,420	2,392	1,510	1,020	558	293	48	5,821	29·9
Aided Boys' Schools ...	2	116	15	8	8	...	1	...	32	27·5
GRAND TOTAL ...	577	19,536	2,407	1,518	1,028	558	294	48	5,853	29·9

* A somewhat stricter supervision of the registration of attendance has also slightly affected the returns in the same direction.

† The returns for the last 2 years are as follows:—

	1877.	1878.
Registered birth-rate.		
Ahmednagar . .	21·72 per 1,000	15·65 per 1,000
Násik . ..	25·45 per 1,000	22·46 per 1,000
Registered death-rate.		
Ahmednagar . .	39·89 per 1,000	36·22 per 1,000
Násik	35·00 per 1,000	39·16 per 1,000

60. The Northern Division shows a slight increase in the fee receipts of the cess schools, which is due to the introduction of the new rates into some of the villages in Kaira and Surat. Under popular subscriptions there is also a slight increase due to receipts, on account of buildings, and to payments by villages desirous of escaping the new rates of fees. There is, however, a large reduction in the attendance returns, the figures being :—

Northern Division.

	Number of Schools.				Number of Scholars.			
	1877-78.	1878-79.	Increase.	Decrease	1877-78.	1878-79.	Increase.	Decrease.
Government ...	1,269	1,343	74	...	80,018	74,995	...	5,023
Aided ...	16	17	1.	...	1,239	1,280	41	...
Inspected ...	176	157	...	19	6,276	5,427	...	849
Total ...	1,461	1,517	75	19	87,533	81,702	41	5,872

As this is the first year in which the Northern Division has failed to show an increase, Mr. Giles submits full explanations; but I regret that I have not space for more than a brief abstract of his remarks. It appears that the cess schools in Government districts are responsible for a decrease of 2,044, or less than half of the total shown above; and that the main loss has been in some of the Political Agencies, Káthiáwár alone showing a decrease of nearly 4,000. In explanation of the decrease which is shown for Government districts, Mr. Giles records his opinion that the sole cause is the condition of the people who have been suffering "not from famine, but from pressure caused by prevalent high prices, and from a very severe and unusual sickness which has been general." Sickness and distress have been still more severely felt in the Political Agencies; and in Káthiáwár many of the schools were almost entirely deserted for several months.

The results of the examinations of primary schools for boys in the Government districts are tabulated below :—

Collectorate.	Number of Schools examined.	Number of Boys examined.	Number passed under each Standard.						Total passed under Standards.	Percentage passed under Standards.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Surat, Northern Division.	149	5,013	1,045	944	591	297	147	53	3,077	61·3
Surat, Southern Division.	106	3,525	847	679	385	212	94	54	2,271	64·6
Broach	196	5,357	1,148	781	422	275	115	39	2,780	51·9
Ahmedabad	151	6,399	1,218	956	514	295	135	72	3,190	50·0
Kaira	176	7,682	1,492	967	451	334	185	104	3,533	56·4
Panch Mahals	38	1,205	285	162	57	37	30	7	578	47·9
Camp Baroda, Vernacular School	1	69	7	16	16	7	...	...	46	66·6
Total ...	817	29,250	6,042	4,505	2,436	1,457	706	329	15,475	52·9

Mr. Giles suspends his judgment with regard to the working of the new standards :—

"I noticed last year that the working of the new standards for inferior schools was not altogether satisfactory. The inherent difficulty in these standards is that many boys who go through the complete course under them wish to pursue their duties further, but are unable to, nor can they join a superior school without having to study again the standard corresponding to that which they have just passed under the 'inferior standards.' Neither

boys nor their parents can understand this complication, and boys are thus often discouraged while the 'inferior standards' are looked upon with dislike in the villages. It is well known in this country that the 'public opinion' of a village community depends upon the wishes of its one or two leading men. Thus, if the Patel's son or the leading Sowkár's son has passed through the course prescribed for inferior schools, and wishes to learn the superior standards, the village people are easily persuaded to raise a cry that their school may be turned into a superior school; and if the application is refused, the Inspector may be well assured that the cause of the refusal will be misunderstood. I would not yet advocate the abolition of these inferior standards, but I must confess that I have hitherto seen no reason to believe that their introduction has been beneficial."

It is satisfactory to learn that the more advanced curriculum is generally appreciated; but while I would not interfere with the choice of the villagers who pronounce in favour of the old system, I believe that the new course of instruction is better suited to small villages in backward districts. The working of the new standards must, however, be carefully watched before a final decision is given, and meantime much will depend upon the tact and discretion of the Government Inspectors.

With regard to Surat, the results of the year are a decrease of 2 cess schools, but an increase of 270 scholars. Here, as in many other districts, additional funds are required before fresh schools can be opened. In efficiency the schools have made progress, and more boys have passed under the higher standards. The total number of boys presented for examination has risen from 8,208 to 8,217, and the number passed from 4,777 to 5,274. The schools of the Sachín State are included in this return, as the Government and State villages are closely intermixed.

In Broach the people have suffered severely from the prevailing scarcity, and relief camps have been opened in three tálukas. The attendance returns show a decrease of 641 boys, but one new school has been opened. The number of boys presented under standards has fallen from 5,571 to 5112, and the number passed from 2,769 to 2,656; but the whole of the decrease in the number passed occurs in the lowest standard.

In Ahmedabad the attendance returns show an increase of two schools and 110 scholars. As regards efficiency, there is an improvement under the two highest standards, but a falling off on the whole, only 3,047 passing against 3,305 in the previous year. The cause of this falling off was the prevalence of fever throughout the sub-division.

In Kaira two schools have been closed, and there is a decrease of 1,241 boys—a decrease more than counterbalancing the large increase reported in the previous year. There is also a large falling off in efficiency, the number presented for examination having fallen from 5,870 to 5,452, and the number passed from 2,672 to 2,354. The falling off in numbers and efficiency is partly due to the unfavourable circumstances which have affected schools in most of the Government districts; but there is "an explanation for the decrease beyond the condition of the people, and that is the action of the late Deputy Educational Inspector." This officer, who has now been reduced, was only a few months in Kaira, but during his stay he managed to do great harm by his hasty and intemperate proceedings. One of his most mischievous proceedings was an order about free admissions. On taking charge in Kaira the Deputy appears to have fancied that abuses existed with regard to free admissions; but instead of making inquiries, he at once issued stringent orders, which in some schools had the effect of clearing out all the free students.

"Mr. Gopálji's duty in the matter was plain; to have decided each case of free admission in consultation with the village School Committee at the time of his annual visit to the school. Instead of that, by the issue of his circular he left the decision to the village masters, who, willing to gratify their superior, were no doubt too strict in carrying out his orders."

The Educational Fund in the Panch Maháls is very insufficient, as we do not receive the full third of the cess. Mr. Giles, however, managed to open 3 new schools; but high prices and an unusual amount of sickness caused the year to end with a decrease of 163 boys. As regards efficiency there has been a slight falling off in the total, but more boys have passed under the highest standards.

The returns for Native State schools will be noticed later on. The examination results for aided and inspected schools in the Government districts of the Northern Division are as under:—

	Number of Schools examined.	Number of boys examined.	Number passed under each Standard.						Total passed under Standards.	Percentage passed under Standards.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Aided Schools	12	425	94	44	5	6	2	...	151	35·5
Inspected	4	182	62	19	13	9	3	...	106	58·2
Total ...	16	607	156	63	18	15	5	...	257	42·1

Southern Division.

61. The Southern Division shows an increase of 130 schools and 3,849 boys, the figures being —

	Number of Schools.			Number of Scholars.		
	1877-78.	1878-79.	Increase.	1877-78.	1878-79.	Increase.
Government	465	588	123	20,998	24,322	3,324
Aided...	8	10	2	498	625	132
Inspected	222	227	5	8,659	9,052	393
Total ..	695	825	130	30,150	33,999	3,849

This satisfactory result must be attributed to the exertions of the Acting Inspector, Ráo Sáheb S. V. Patvardhan, B.A., who reports as follows :—

"Last year's report showed an enormous decrease of 3,724 pupils in Government boys' schools, and my chief efforts throughout the year were to recruit the loss primary education had sustained in the Southern Division during the years of famine. An unusually unhealthy season at first threatened to thwart my efforts, but I am glad to have to report that I have almost succeeded in regaining the position lost in 1877-78. I should have done more if the Deputy Inspectors, Belgaum and Kaládgi, had promptly responded to my calls for co-operation. Having perceived that, owing to the prevalence of fever of a very bad type throughout the Division, the restoration of primary education with the then existing schools was an impossibility, I thought of making up the loss by opening new schools in villages where they were most wanted. The consequence is that the number of boys' schools has risen from 461 to 584, and the attendance from 20,672 to 23,918. In addition to this increase, I have made arrangements to open 30 more schools from 1st June next. It will not be out of place to mention here that provision for a majority of these schools was made without an extra grant, the charges of existing schools being re-adjusted, and savings effected for opening new schools. The aided boys' schools show an increase of two schools, viz., an orphanage school at Guledgud and an indigenous school at Hubli. The inspected schools show an increase* of 8 schools, viz., one in Kolhápur and 7 in Sángli. The attendance in these schools has risen from 10,511 to 10,947. During the year applications for new schools continued to be received from Belgaum and Dhárwár, but none from Kaládgi and Kánara. This was owing to the prevalence of excessive sickness in the two latter districts, and also to the want of sufficient exertions on the part of the Deputy Inspectors. The Deputy Inspector, Kánara, was however made to see the necessity of having more schools in the district above Ghâts, and arrangements have recently been made for the opening of 11 new schools there. I have also asked the Deputy Inspector, Kaládgi, to select, in consultation with the Táluka Local Fund Committee, 10 suitable places for opening new schools from 1st June next. There are still several big villages in the Belgaum District where new schools are wanted, but we must wait till funds become available. A good deal has already been done in Dhárwár, and I feel sure that the number of primary schools there can be increased to 300 within a short time."

* Less 3 schools in Miraj which were counted twice over in the report for 1877-78.

The increase in Government schools is shared by all the zillas, Dhárwár having 83 new schools, Belgaum 18, Kaládgi 19, and North Kánara 3. Under school fees these four Collectorates show an increase of nearly Rs. 2,000. In his administration of the Division, Mr. Patvardhan showed great energy and tact, and succeeded in settling the claims of trained masters, in introducing payment by results, and in organizing school committees. He also issued instructions to Deputies as to the proper method of conducting school examinations, and drew up standards for Kánarese schools and a code of rules for masters, which have now been sanctioned.

The examination returns of Government, aided, and inspected schools are as under:—

Collectorate.	Primary Schools.			
	Standards.	Number examined.	Number passed.	Percentage.
Government Schools.				
Belgaum	I. to VI.	3,372	1,494	44·3
Dhárwár	Do.	4,979	2,769	54·6
Kaládgi	Do.	2,137	989	46·2
Kánara	Do.	1,737	1,068	61·4
Total ...	...	12,225	6,320	51·6
Jail Schools.				
Belgaum	I. to IV.	9	2	22·2
Aided Schools	I. to V.	282	167	59·2
Inspected Schools.				
Kolhápur	I. to V.	2,586	1,313	50·7
Miraj	Do.	388	143	36·8
Sángli	Do.	742	357	42·8
Lakshmeshvar	Do.	418	220	52·6
Savanúr	I. to IV.	61	32	52·4
Total ...	...	4,195	2,065	49·2
Grand Total ...	...	16,711	8,554	51·1

"In boys' schools, both Government and inspected, the percentage of passed students to the number examined is very high in all districts except Miraj. But in aided schools the percentage is incredibly high in Dhárwár, very high in Belgaum, and moderate enough in Kaládgi. I visited about 150 vernacular schools of all sorts during the year, and I consider this high percentage to be the result of very loose examinations. The Deputy Inspectors, Southern Division, do not examine schools strictly in accordance with the standard laid down by Government. They do net examine boys in mental arithmetic, manuscript reading, and uzalni beyond 20 or 30 multiplication tables.

"During my tour of inspection I happened to visit some schools shortly after their annual inspection, and found that they did not fulfil my expectations formed about them on the Deputy or Assistant Deputy Inspectors' reports. Several of them I found in an inefficient state, although they were favourably reported on. I am glad, however, to observe that the Deputy Inspectors are unanimous in their opinion that primary education has, on the whole, showed hopeful signs of progress during the year. The Dhárwár Deputy has remarked: 'Schools on the whole have improved, some less and some more. Only a few schools

have been very bad.' The Kaládgi Deputy Inspector says, 'I have much pleasure to state that primary education, which suffered a severe check through the last unprecedented famine, has, on the whole, partly gained its former ground during the year. Though the improvement is not striking, still the progressive state may be easily seen on comparison of this year with the last.' As regards superior vernacular schools, the Kánara Deputy has remarked: 'The efficiency of these schools has been greater this year than last'."

62. The cess receipts show a decrease of more than Rs. 5,000, and there is also a small decrease in fee receipts owing to reduced attendance. The decrease under Cess was due to smaller allotments by the various Committees, but Government has now ordered that one-third of the cess should be set apart for education in all districts except Thar and Párkar. The effect of this order will be noted in the next Annual Report.

Sind.

Mr. Hart-Davies reports that primary education in Sind has been "injuriously affected by bad seasons, and scarcity," and by other circumstances explained in the extract printed in Appendix L.

The decrease of the year is accounted for as under:—

	Number of Schools.			Number of Scholars.		
	1877-78.	1878-79.	Decrease.	1877-78.	1878-79.	Decrease.
Government	159	154	5	10,122	9,636	486
Aided	35	31	4	1,502	1,162	340
Total ...	194	185	9	11,624	10,798	826

Under Government schools "a decrease of 2 schools with 130 scholars in the Kurrachee Collectorate, 3 with 255 in the Hyderabad Sub-Division, and 2 with 415 in the Shikárpur and Upper Sind Frontier Districts has to be noticed, though the conversion of the two Sukkur Municipal Schools with 364 pupils into Government institutions reduces this decrease to 5 schools with 436 scholars only. The decrease is owing to the same general causes, the high prices of staple food which have prevailed for some time in the province, and the general distress through the recent floods. I may add that the deaths of two promising and highly popular teachers have also contributed to some extent to add to the decrease, for schools are greatly affected here by the character or popularity of individual teachers." With regard to the efficiency of the Government schools Mr. Hart-Davies remarks as under:—

"The number of pupils presented for examination was 5,636 compared with 5,954 in the previous year. The total number who passed fully was 3,773 against 4,011 in 1877-78. I regret that there has been a falling off in the examination results of the various districts, which is attributable to the reasons already dwelt upon, and to the irregularity of boys owing to the continuous sickness which followed the late heavy rains and floods."

With regard to School Committees the Inspector writes —

"The Mukhtiárkar is generally speaking the president, (in one instance the Subordinate Judge fills this post,) and the members consist of Zamíndárs and Waderás, and for Mussalman schools the Kázi and Khalifa always serve on the Committees. It is too early yet to estimate the practical value of these Committees, and I was prevented by the fact of my being able to make no tour this year from studying their working; but it is hoped that these institutions will succeed in advancing the cause of education. But it must always be remembered that the absence of a village system in Sind, and of village corporate life, has a tendency to decrease the vitality of such organizations and to render them artificial. However, as the village system is introduced, it is possible that village School Committees may become more effective and popular."

Night Schools.

63. The night schools have been included above under Vernacular Schools for Boys. There are in all 46 such schools with 1,260 scholars, the result of the year being a decrease of 9 schools and 319 scholars. The 6 schools in the Central Division show an increase of 20 pupils.

"The one school in the Poona Collectorate is in a fairly satisfactory state, especially as regards Modi writing and mental arithmetic. The three in Sátára, placed at Sátára, Vita and Rahimutpur, are all doing pretty well: 29 boys passing this year under the Modi 1st and 2nd standards against 7 last year. The 2 Thána schools are said to be in a better state than last year, though the Thána Deputy doubts if they do much good. The Sátára Deputy, on the other hand, thinks that night schools meet a real want of the poor agricultural classes and are appreciated by them. There are two private night schools in the island of Bombay, one Maráthi with 40 scholars, and one Gujaráti. They are both in a struggling and precarious condition, but still do some good as their pupils could not attend day schools. I have lately sanctioned the room of the Kálbadevi Girls' School being used as a night school by some Hindu gentlemen of Bombay under proper conditions, but have not yet heard of the success of the experiment."

In the North-East Division there are now 3 schools with 104 scholars, the increase of the year being 1 school and 31 scholars.

"The Jalgaon night school fell off somewhat, owing to the temporary dispersion of the operatives after the burning of the spinning mill in the town. The mill has now been re-built, and it may be expected that the school will regain its popularity. A night school has been re-opened at Násik at the urgent request of a large number of the artizans of the town. It has proved very successful and is well attended. There is also another school at Málegaon but the Deputy has failed to report in what condition it is."

The Northern Division now shows 8 schools (Government) with 133 scholars, and 9 schools (inspected) with 164 scholars, the decrease of the year being 8 Government schools with 227 scholars and one inspected school with 35 scholars. On the closing of these schools Mr. Giles remarks as follows:—

"Night schools are gradually being closed throughout the Division. It has been generally found that they are attended not by grown up people, but by boys who might very well attend day schools. In some cases I have reason to believe, that boys who were attending day schools also took advantage of the evening classes. In Surat I have had to close 2 out of 4 schools, keeping open two only which were represented by the Deputy Educational Inspector to be really useful. In Ahmedabad 4 out of 5 have been closed. The chief reasons for this reduction are the non-efficiency of the schools and the want of funds to support them."

In the Southern Division the Government Night School at Belgaum has been closed for want of attendance, but 10 schools remain under inspection. The decrease in pupils in these schools amounts to 53.

In Sind the 8 Government schools show an attendance of 244, or 61 less than last year. This decrease occurs in Hyderabad and Shikárpur, and is attributed to the high prices of grain which have told heavily on the labouring and artizan classes.

Indigenous Schools.

64. The statistics for such of these schools as are connected with the Department have been included above under "Vernacular Schools for Boys." The separate returns show a total of 69 schools and 3,272 scholars, or a decrease of 7 schools and an increase of 159 scholars.

In the Central Division the number of registered indigenous schools is 38 with 2,375 pupils, the result being a decrease of 7 schools but an increase of 123 pupils. Of the 38 registered schools, 20 are in Poona, 1 in Sholápur, 4 in Sátára, 5 in Ratnágiri, and 1 in Kolába, while 7 are Maráthi schools in the city of Bombay. 1,524 pupils were examined and 448 passed: 313 under Standard I., 41 under Standard II., 43 under Standard III., 22 under Standard IV., and 29 under Standard V. Most of the passes under the higher standards were from the Bombay schools. Mr. Kirkham reports that it is still very difficult to obtain trustworthy information about the unregistered schools—

"Feelings of distrust at our objects in making inquiries, and resentment at any attempt to suggest standards or other improvements are still the prevailing features of our relations with indigenous schools. Any arrangements by which they could be brought more distinctly within the circle of our influence, and induced to supply us with fairly accurate information of their numbers and general condition once a year, would do great good. The following table which has been compiled from data supplied by the Deputies in Central Division gives information concerning the number and composition of indigenous schools known to be in existence":—

District.	Number of unrecognized Schools	Number of Hindu pupils.		Number of Mahomedan pupils.	Number of Pársi pupils.	Number of other pupils.	Total.
		Bráhmans	Others.				
Poona	81	474	1,764	371	21		2,630
Sholápur	62	290	1,413	216			1,919
Sátára ...	105	531	1,236	101		...	1,868
Ratnágiri	292	722	2,303	1,319	35	..	4,379
Thána	50	83	679	275	38	...	1,075
Kolába	25	63	361	39	45	...	508
M. S., Bombay ...	52	229	1,733	26	...	20	2,008
G. S., Bombay ...	..	247	1,807	3,274	2,343	65	7,736
Akalkot	3	26	36	8	.		70
Bhor	4	12	37			...	49
Sávantvádi	34	58	322	5	5		390
Total ...	708	2,735	11,691	5,634	2,487	85	22,632

In the North-East Division the returns show only one school with 63 pupils under inspection, the decrease of the year being one school with 86 pupils. Mr. Jacob collected returns which show that there is a large number of unregistered schools in his Division:—

Collectorate.	Number of Schools.	Number of Pupils.				
		Hindus.		Mahomedans.	Others.	Total.
		Bráhmans.	Others.			
Khándesh	75	150	1,208	154	12	1,524
Ahmednagar	78	200	1,231	222	10	1,663
Násik	18	210	364	75	...	649
Total ...	171	560	2,803	451	22	3,836

"The Sind rules and standards have lately been circulated among the better class of indigenous school masters; but none of them have yet been induced to register their schools for examination. The rates of remuneration offered in the schedule are fairly liberal. Only reading and writing are made compulsory subjects in the standards, arithmetic and geography being optional; and the only other condition imposed is that the master shall keep a daily attendance roll. It is difficult to see why the indigenous school master should stand aloof, unless it be that he thinks the grant which he will succeed in earning will not compensate him for the trouble of regulating his teaching according to the Government standards, and of daily registering his pupils' attendance."

The Northern Division shows 6 indigenous schools with 397 scholars, the increase of the year being one school with 54 scholars :—

"There are two recognized indigenous schools in the Surat Sub-Division, both of which are in a prosperous state, and received in recognition of their good condition Rs. 50 each from Local Funds. There are 154 boys attending these schools, being 17 less than last year."..... "Three schools are now recognized in Broach Zilla, one more having been added during the past year. The total number of pupils in them is 153, 80 more than last year. These schools, looking to a grant from Local Funds, are content to abide by our regulations, and are consequently orderly and useful institutions. There is one unrecognised mixed school in the town of Broach supported by the liberality of Mr. Byramji Jijibhai. It contains 200 pupils, but is not under our inspection or control in any way. In the rest of the zilla the Deputy reports that the indigenous schools are slowly dying out. There is one indigenous school at Viramgám in Ahmedabad, which receives aid from Local Funds. It contains 90 boys and is very well conducted, supplying the place of a Branch school in the town. If more of such schools existed, the saving to Government might be considerable; but the case is very rare where the indigenous school is either sufficiently efficient or permanent to become worthy of a grant-in-aid. There are no recognised indigenous schools in the Kaira Zilla. The masters are generally itinerant Bráhmans, and their propensity to wander prevents such indigenous schools as exist from being efficient. The Deputy Inspector is attempting to persuade some of them to settle down in those villages where Government schools have not been opened."

The Southern Division shows 1 indigenous school, which has lately been put upon the register. This school has an attendance of 41 boys. On the indigenous schools in the Southern Division Mr. Patvardhan remarks as under :—

"There are only four schools of this class in the whole of Kánara. In the Kaládgi District most of these schools disappeared during the famine, and have not since been re-opened. In the Dhárwár District there are still more than 100 schools of this class. One of them is a registered grant-in-aid school at Hubli. I visited it in February last. The master appeared to me intelligent. The Deputy Inspector, Belgaum, thinks that the prevalence of pure Kánarese in our schools in the north and north-east parts of Belgaum has given opportunity to several adventurers to open indigenous schools teaching both Maráthi and Kánarese, and recommends the introduction of Maráthi (Modi) writing and reading into our Kánarese schools in those parts. Unsystematic as these indigenous schools are, they are still liked by many people."

Sind shows 24 indigenous schools with 438 boys under aided schools, the net result being a decrease of 1 school, but an increase of 23 boys.

Mahomedan (Hindustani) Schools.

Central Division.

65. The number of Mahomedan pupils attending Government primary schools in the Central Division was 2,635 against 2,707 in the previous year.

"These children are instructed partly in special Hindustáni schools for their exclusive use, of which there are now 27, and partly in Hindustáni classes attached to the ordinary vernacular schools. The 27 schools just mentioned contained at the end of the year 979 scholars."

The examination returns of the 27 Hindustáni schools are imperfect; but such as they are, they show "a decided increase in efficiency. More scholars were presented and more passed than last year, 166 passing in all heads of the standards against 117 last year."

"The Poona Camp School classes and the Aditwar Peith School acquitted themselves well in examination. The 3 schools in Sholápur—at Sholápur, Mádha, and Garwad—are in a low state of efficiency. The Karád school in Sátára, as already mentioned, is doing well: the

remaining 8 are pretty fair. The efficiency of the Karád school brings up the percentage of passed in all heads from 17 per cent. last year to 45 per cent. this. The Ratnágiri report is disappointing. I had to close the Rájápur school after every effort had been made to save it. The school at Achre under a trained master, has declined in consequence of village jealousies and factions. The schools at Khárepátan and Bánkot seem to make no way. Of the 8 Hindustáni schools in Thána, the three at Bhiwndi, Borivli, and Nizampur, are doing best. Besides the separate schools there are three Hindustáni classes attached to Maráthi schools, but I cannot say they are flourishing. The Hindustáni school at Rohen in Kolába, as well as the 3 schools under the Gujaráti Deputy in Bombay are in a fairly efficient and satisfactory condition."

In Khándesh :—

North-East Division.

"There are 4 independent Hindustáni schools and 15 classes attached to vernacular schools. During the year two attached classes, at Dharangaon and Nandurbár, have been made independent schools. The number of boys learning Hindustáni has fallen from 815 to 527, a decrease of 288. Some of the schools, however, show considerable improvement in efficiency. The one school of this description at Nagar is in a good state of efficiency, and teaches up to Standard V. Mr. Jacob in his notes remarks: 'This school is undoubtedly in a first rate state of efficiency.' There are 4 schools in Násik Zilla, one of which, that at Násik, is really efficient. The rest are very backward."

Northern Division.

Of his Urdu schools Mr. Giles reports as follows :—

"In Surat (Northern Sub-Division) there is a decrease of 2 schools and 50 scholars. Two schools were closed as they were not appreciated. In the Surat Zilla Urdu schools are, I think, of little use The Bohoras who send their sons are not pure Mussalmans, and as their business language is Gujaráti, there is little reason why they should be taught Urdu. The schools now remaining, 10 in number, are, however, fairly efficient. In Surat (Southern Sub-Division) there is only one school of this description, which is at Bulsár. There are 9 boys less in it this year than last, but it is efficient. In Broach there are 10 schools as in last year. The number of scholars has fallen from 550 to 504, showing a decrease of 46. 12 boys less also passed under the standards this year, and the percentage of efficiency fell from 51·3 to 46·5"..... "With the sanction of the Collector of Broach, remissions of fees were made in Urdu schools during the year, the condition of the Mussalmans, as a rule, being very poor. In Kaira there is an increase of one school and 16 scholars. The private Urdu school at Kapadvanj has been handed over by the Municipality to the Department. This school is a flourishing one and well attended. The remaining schools have not flourished during the year, and the standard of efficiency has declined from 56·3 to 48·4. The falling off, however, has been in Standard I. and Standard II. In Ahmedabad there are 6 schools as in last year, but the number of scholars has decreased by 5. The attendance has also been irregular, and the efficiency in consequence impaired. In the Panch Maháls there is only one school of this description, which has 9 scholars less than it had last year. Its efficiency has much improved during the past year."

Southern Division.

Mr. Patvardhan reports that the Hindustáni schools in the Southern Division show little vitality except in Dhárwár where two new schools have been opened. There are now 26 of these schools.

Sind.

Of Sind Mr. Hart-Davies writes as follows :—

"The Mahomedan inhabitants are principally cultivators, and are generally speaking in more indigent circumstances than the other classes of people in the province. The Mussalman population of middle rank can afford to provide vernacular education for their children, while those of the poorer class are obliged to send out their children to labour at a very early age. There are not many Mahomedans who can bear the expenses of higher education for their sons. However, it is a matter of satisfaction that the proportion of Mussalman students to Hindus was more than 43 per cent. In female education the Mussalmans greatly surpass the Hindus, and it is never difficult to get up a school of a considerable number of girls (Mussalman) in the large towns."

Police and Jail Schools.

66 The returns show 23 of these schools, with an attendance of 1,321 scholars, the increase of the year being 2 schools and 64 scholars.

The Central Division has 10 schools, or 2 more than in the previous year, with an attendance of 525, or 9 more than in 1877-78.

"The Police School, as well as the City Jail School at Poona, were found in a fairly efficient condition. In the latter the master has succeeded in teaching up to Standard III. very well. The Yerrowda Jail presented 110 convicts for inspection, but they were all below stand-

ards. The Police School at Sátára, attended by constables and their children, shows a good increase in number, but is in much the same state of efficiency as before. The Police School at Ratnágiri has 73 on the rolls, but at the time of the examination only 25 were present, and those were 'below standards.' The Police and Jail Schools at Thána are in a tolerable condition."

The North-East Division contains four of these schools with 156 pupils, or 12 less than in the previous year.

"The Police School at Dharangaon teaches up to Standard III. There are 69 pupils in it, 8 less than last year. The Deputy states that little progress has been made during the year. The Police and Jail Schools at Ahmednagar are both reported to be in bad condition With regard to the latter the Deputy states that it is a school in name only, there being 7 convicts in the school who know almost nothing."

The Police School at Násik is well attended, but its efficiency is said to be small.

The report for the Northern Division does not give the attendance in Police and Jail Schools; but Mr. Giles offers some remarks on these schools:—

"In the Jail School at Surat there are 7 convicts, two of whom can read and write well, the rest are beginners. There is no regular teacher, and little time is allowed for tuition The Police Line School is described by the Deputy Inspector as being in the 'worst possible condition.' The peons who attend are taught to read the Police Guide Book only. The children in the Lines attend vernacular schools in the city. There are no schools attached to the jails at Ahmedabad and Dhuliakot. There are two Police Schools, one at head-quarters, which is for the armed police peons and for children in the Lines. 23 boys attended it and 28 peons. The Deputy Inspector reports that the master is a hard-working man, but that without any assistance he cannot make the school thoroughly efficient. The peons, who can only attend the school during part of the year, learn reading and writing. There is a school in the Bhádhar for unarmed police-men containing 41 pupils, the average attendance being 17. The teacher is not a professional one, and the school is therefore not so effective as it otherwise would be. On the whole, however, the condition of all these schools is fairly good. There is said to be a school in connection with the jail at Kaira. There is however no teacher."

Mention is also made of two schools with 66 scholars in the Panch Maháls, but no examination returns have been sent in by the Deputy Inspector.

The report for the Southern Division gives no information with regard to the efficiency of the Police and Jail Schools, but the returns show 6 of these schools under Government and 2 under inspected schools. The attendance was 520 for Government and 92 for inspected schools, or an increase of 77 under Government and a decrease of 21 under inspected schools.

The returns for Sind show 1 school at Shikárpur with an attendance of 27, or 11 more than last year.

Girls' Schools.

67. The total for these schools is 249 with 13,695 girls, the increase being 6 schools and 604 pupils. Government schools show an increase of 2 with 410 girls; aided schools an increase of 1 with 130 girls; and inspected schools an increase of 3 with 64 girls.

Central Division

68. The figures for the Central Division are:—

	Number of Schools				Number of Girls.			
	1877-78	1878-79.	Increase.	Decrease.	1877-78.	1878-79.	Increase.	Decrease.
Government ...	30	31	1	..	1,500	1,760	260	...
Aided . .	21	18	. .	3	2,439	2,252	...	187
Inspected ...	2	5	3	...	101	248	147	...
Total ...	53	54	4	3	4,040	4,260	407	187

Mr. Kirkham reports favourably of the attendance in Government schools:—

"The percentage of attendance is, of course, rather less in the mofussil, but in the Gujaráti girls' schools of Bombay it approaches the figures hitherto attained only in well attended boys' schools."

The examination results for Government schools were as under :—

	Number of Schools examined.	Number of Scholars examined.	Number Passed.						Total.	Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Girls' Schools	31	998	217	119	46	2	3	3	390	39

"These results show a most satisfactory advance on those recorded last year. In Standards I. to III. the numbers presented and passed are considerably higher. 390 passed in all heads against 256 last year, and the percentage of success in all heads has risen from 35 to 39. The districts which, measured by this test, show the most decided improvement are Sholápur, whose percentage of passes rises from 37 to 61, and Poona which yields a percentage of 59 against 40 last year. The Gujaráti schools of Bombay maintain their usual high percentage of success.

"The Poona Deputy is well satisfied with all six schools in his sub-division. The numbers passed under each of Standards I. to III. are higher than last year. The school at Talegaon, however, does not make the progress we expected, though it does not retrograde. Of the 6 schools 4 are under trained mistresses. The Practising School of girls attached to the Normal School, Poona, is under a master who is assisted by the young women under training in the Normal School.

"The 3 schools in the Sholápur Collectorate are in a satisfactory state on the whole, that in the town itself being under a trained mistress.

"The 4 schools of the Sátára District show an increase of 69 girls; 2 are under masters and 2 under trained mistresses, and those under the masters, at Ashta and Tásgaon, are the most prosperous. The mistress at Sátára, however, who is a married woman and much respected in the town, has managed her school very well.

"The Ratnágiri Deputy reports well of the 4 girls' schools of the district situated at Vengurla, Málvan, Ratnágiri, and Kelshi. The children attend with fair regularity, and the schools did well in the examinations. But all 4 schools are under male teachers, the experiment of employing trained mistresses from Poona having, in the opinion of the Deputy, completely failed. 3 of the schools were actually put under trained mistresses, but they could not settle down in the district, which, as natives of Poona, they heartily disliked. One of the mistresses died, one obtained a transfer to Sholápur, the third gave up her school and started for Poona without leave. As the climate appears so distasteful to natives of the Deccan, I am trying to obtain some candidates for the Female Normal School from this district, so that when trained they can return to their native climate. The progress of female education in Ratnágiri for the last 5 years has notwithstanding been steady and uninterrupted

"The Schools at Thána, Uran and Alibág are prospering.

"As regards Bombay, whilst the numbers in the Churni Road Girls' School have fallen off, the attendance in the Nalbázár and Kálbádevi Schools has largely increased. In other respects both Maráthi and Gujaráti girls' schools have prospered well both in attendance and efficiency."

The examination results of aided schools were lost in the Vishrámbág fire, with the exceptions given below :—

Name of School.	Standards.	Number examined.	Number passed.					Needle-work.	Percentage.
			1st Head.	2nd Head.	3rd Head.	4th Head.	Passed in all Heads.		
Byculla Girls' School ...	I. to V.	76	54	57	56	33	25	.	33
St. Joseph's Girls' School at Cavel	I. to V.	71	34	31	53	9	11	43	15
Indo-British Institution, Sonápur, Bombay	I. to V.	33	30	32	30	20	28	32	85
Mrs. Thomas' European and Eurasian School, Khetwádi .	I. to IV.	15	6	12	13	6	3	10	20
St. John's Mission Girls' School, Mázgaon	I. to V.	27	26	15	23	11	10	24	37
Total ...	...	222	150	147	175	79	77	109	34

Northast Division.

69. The figures for girls' schools are :—

	Number of Schools.			Number of Girls.		
	1877-78.	1878-79.	Increase.	1877-78.	1878-79.	Increase
Government	10	11	1	639	707	68
Aided ...	1	2	1	49	130	81
Total ..	11	13	2	688	837	149

"The principal causes of the increase credited to girls' schools are the conversion of the girls' class at Amalner into an independent girls' school, and the registration of the American Mission School at Ahmednagar as an aided institution."....."In Khándesh there has been an increase of two schools and 67 scholars during the year, and the number of schools is now 7, of which two are superior and five are inferior schools. The Parola school stands first in point of efficiency and Dhulia second, while the Sávda school, though lately opened, is third. Out of 390 girls on the rolls of schools in Khándesh, only 99 appear to have been presented under the standards. The efficiency of those presented was very fair, but the number presented, as compared with the number on the rolls, is very small, and shows that the great majority of the girls attending school are below the standards, or, in other words, are learning little or nothing. There are only 2 schools in the Ahmednagar Zilla. Although the Deputy remarks that 'they are going on as usual,' I find that there are 205 girls on the rolls as opposed to 152 last year, showing a satisfactory increase of 53; the efficiency of the Nagar school has also much improved. The IV. Maráthi standard is taught in the school, and the Yamuna Scholarship and Krishna Prize have been awarded to deserving girls. The needle-work of the school has also improved much. In Násik also there are only 2 girls' schools. These contain 112 scholars, 2 less than in last year. They are irregularly attended and their progress is very small. Mr. Jacob, however, states that the teaching staff has been changed, and that improvement may be looked for in the future."

The examination results of the year were as under :—

	Number of Schools examined.	Number of Scholars examined.	Number passed under all Heads				Total.	Percentage
			Standard I.	Standard II.	Standard III.	Standard IV.		
Government	10	286	37	27	9	8	81	28·3
Aided	1	5	1	...		...	1	20·0
Total ...	11	291	38	27	9	8	82	28 1

Northern Division.

70. The returns for the Northern Division are as under :—

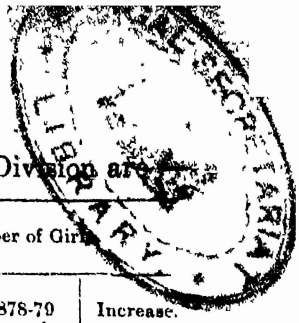
	Number of Schools.				Number of Girls.			
	1877-78	1878-79.	Increase.	Decrease.	1877-78.	1878-79.	Increase.	Decrease.
Government	70	68	...	2	3,807	3,654	..	153
Aided	9	11	2	...	848	983	135	..
Inspected ...	37	35	...	2	1,209	1,001	...	208
Total	116	114	2	4	5,864	5,638	135	361

The examination results of these schools are tabulated as under :—

	Number of separate Schools examined.	Number of Scholars examined.	Passed under all Heads.						Total.	Percentage
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Government .	69	1,455	475	206	67	27	10	4	789	54·2
Aided	8	412	69	27	17	14	10	2	139	33·7
Inspected	28	271	82	35	6	4	...	...	127	46·8
Total ...	105	2,138	626	268	90	45	20	6	1,055	49·3

The Inspector's remarks on these schools are as follows :—

"In Surat (Northern) there are 6 Government girls' schools, or one less than last year The decrease, however, in pupils attending schools is 3 only, showing that the existing schools are doing well. There are 5 aided girls' schools as in 1877-78 but an increase in the attendance of 6. There are thus altogether 3 more girls being educated during the year under report than in 1877-78. The total number of girls being educated is 782. As regards the efficiency of Government girls' schools, the figure has risen from 34·8 to 41·9. 66 passed under the standards against 53 last year. In Surat (Southern) the number of Government and private schools remains the same, but there is a satisfactory increase of 38 pupils. There are two inspected girls' schools in the sub-division against 1 last year, and an increase of 29 in the number attending inspected schools. The total increase for the whole sub-division is therefore 67. Adding the increase of 3 in Surat Northern Division, we have a total increase of 70 girls for the Collectorate. The total number of girls under education in the Collectorate is 1,341. In the 4 tálukas of Surat Southern Sub-Division there are 3 Government girls' schools only, the rest being private Pársi Panchâyat schools. The three Government schools are at Bulsár, Párdi, and Chikhli. At Párdi we have now got a trained mistress from the Ahmedabad Training College. During the year under report I have arranged, in consultation with the Collector, to set apart a sum of Rs. 180 from Educational Local Funds, to be expended in giving small scholarships to deserving girls. I hope by this encouragement to be able to increase the attendance. As regards efficiency in Surat Southern Sub-Division, the figure is lower than that of last year, being 55·8 against 65·9. 105 girls passed under the standards against 124 last year, 188 being presented for examination against 188 in 1877-78. In Broach there are 7 schools as in last year, but there is a decrease of 13 scholars, the number being 331 against 344 in 1877-78.- The Deputy Educational Inspector reports little improvement in the schools generally. The Jambusar school is now, however, under a trained mistress, and should improve rapidly "....." As regards efficiency, the schools have done fairly well. 68 passed under the standards against 65 last year, and the figure of efficiency is 54·8 against 47·7. No children, however, passed in any standards above Standard III. I hope that with female teachers at Broach, Anklesvar, and Jambusar we may soon see girls learning the highest standards, and preparing for the Training College in Ahmedabad. In Ahmedabad 3 girls' schools have been closed during the year, the number being now 11 instead of 14. The reason for closing these schools was the bad attendance of the pupils. It speaks well, therefore, for the remaining schools that the total number of girls in Government schools is 783, as opposed to 770 last year, showing an increase of 13. 281 girls were presented for examination, and 158 passed as opposed to 231 and 129, respectively presented and passed in 1877-78; and the percentage of efficiency has improved from 55·8 to 56·2. Girls have passed in all standards up to and including Standard VI. The Deputy Inspector remarks again on the extreme utility of the Kunbi Infanticide Fund Scholarships that are given in girls' schools. Aided girls' schools have increased in number from 4 to 6, two girls' schools belonging to the Irish Presbyterian Mission having been registered for a grant-in-aid. The number of scholars has increased from 399 to 528, an increase of 129. The increase for the whole zilla is thus 142. The total number of girls being educated in the Ahmedabad Zilla is 1,311. In Kaira there is an increase of one school and 23 scholars, the total number of Government schools being 11 and of scholars 788. The Deputy Inspector complains, however, that the attendance has not been so regular as usual during the year under report, and states that the troubled condition of the people, owing to high prices, has rendered them less careful than usual to send their children to school" . ...." 281 girls were presented for examination against 256 last year, and 144 passed against 138. The percentage of efficiency has therefore fallen from 53·7 to 51·2. In the Panch Mahâls there is only one girls' school, that at Godhra. Its numbers have fallen from 90 to 80, and its efficiency is not so good as it was last year. The district of the Panch Mahâls is always a poor one, and this year an unusually heavy monsoon has been followed by general sickness, while the prevailing high prices press heavily on the people. Hence the decrease."



Southern Division.

71. The returns for the Southern Division are:—

	Number of Schools.				Number of Girls		
	1877-78.	1878-79.	Increase.	Decrease.	1877-78.	1878-79	Increase.
Government ...	34	33		1	1,154	1,215	61
Aided . ..	3	4	1	.	70	148	78
Inspected .	10	12	2		341	466	125
Total ...	47	49	3	1	1,565	1,829	264

The examination results of these schools are tabulated as under:—

	Number of separate Schools examined.	Number of Scholars examined.	Passed under all Heads.				Total.	Percentage
			Standard I.	Standard II	Standard III.	Standard IV.		
Government . . .	31	347	119	48	26	8	201	57·9
Aided	2	24	11	2	:	.	13	54·1
Inspected ...	9	148	37	26	10	5	78	52·7
Total	42	519	167	76	36	13	292	56·2

"As regards these schools, all districts are stationary except Kaládgi, which shows a decrease of one school and 32 pupils. This was owing to the closing of the girls' school at Muddebihál for want of attendance. Although these schools show a slight increase in attendance, yet I do not think they have in the least advanced in point of attainments. It is worthy of notice, however, that girls show no dislike to attend boys' schools where there are no separate schools for girls. In the Dhárwár District as many as 24 boys' schools have got girls' classes attached to them. The Belgaum Maráthi School No. II. has got a fine class of 20 girls. From what I have seen of these schools and from the reports of Deputy Inspectors, I regret to have to state that sickness and irregularity in attendance throughout the year have greatly impeded the progress of these schools. The Dhárwár Deputy Inspector has remarked: 'With the exception of Hubli No. I. School, which has retained its character, the others have not been in a satisfactory condition. Of the twelve schools, one was good, three were middling, and the rest very bad. The Haveri school, which occupied the 1st place among the girls' schools of the district, has lost its position.' The Kánara Deputy Inspector says; 'These schools were examined before the close of the year, and were found in a less satisfactory state.' The Belgaum Deputy Inspector says, 'Girls do not attend schools regularly, and the few that do attend do not study for a long period. Unless some inducement is held out, there is no chance of these schools showing any improvement.' The two Jardine Prizes were gained, one by the Dhárwár Girls' School and the other by the Haveri Girls' School. At the request of the Rev. Mr. LeMare, I visited the newly started London Mission Girls' School at Belgaum, and found it carefully looked after."

Sind.

72. Mr. Hart-Davies' remarks on the girls' schools in Sind are encouraging:—

"The one really satisfactory feature of the state of education is the great increase of girls' schools. There appears now to be a great demand for these institutions, especially in the large towns such as Hyderabad and Shikárpur, and although the education is necessarily somewhat imperfect owing to the early age at which the girls leave the schools, still a beginning is being made, and it may be possible as time goes on to induce parents to leave their girls still longer under tuition. It is very gratifying to be able to report the opening of a Hindu girls' school at Shikárpur. I had frequently urged this matter on the Hindu inhabitants of that town, but had always met with passive opposition. However, shortly after my visit there this year, Mr. Gurudinamal, Head Master, Vernacular School No. I, at Shikárpur, announced that the people had consented, and that a school would be opened. Much credit is due to Mr. Gurudinamal for the zeal he has shown in the matter, and I trust the school will prove a permanent success. The school-house at Kurrachee is to be built this year, the municipality having given the funds and the site having been chosen; and girls' schools at Hyderabad are on the rapid increase."

The increase under girls' schools is as under :—

	Number of Schools.				Number of Girls.			
	1877-78.	1878-79.	Increase.	Decrease.	1877-78.	1878-79	Increase.	Decrease.
Government ...	12	15	3		716	890	174	...
Aided	3	2	. .	1	128	103		25
Total ...	15	17	3	1	844	993	174	25

The examination results are tabulated as under :—

	Number of separate Schools examined.	Number of Scholars examined.	Passed in all Heads.					Total.	Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.		
Government	13	279	88	45	26	12	4	175	62 7
Aided .	2	37	16	8	5	5	...	34	91·8
Total ...	15	316	104	53	31	17	4	209	66·3

Mr. Hart-Davies reports a slight improvement in the number of girls presented for examination and in the number passed under all heads.

Training Colleges and Normal Schools.

73. The number of normal schools is the same as before, the Hyderabad school for women having been closed, and a private school at Ahmednagar having been added to the list. The 9 normal schools now contain 474 students, or 12 more than last year; but the increase occurs in the 2 schools under inspection, as the 5 Government schools for men show a decrease of 36, and the 2 Government schools for women a decrease of 5 students.

Central Division.

74. The Poona College for masters has 130 students (including 15 Mussalmans), or 18 less than in the previous year. The results of the examinations were as under :—

Third year certificate.

"There were 11 stipendiary students and all passed, 4 in the first class and 7 in the second class. All these certificated men have been appointed to places with pay from Rs. 11 to Rs. 15 with the exception of one (a Mahomedan) who had not been provided for at the close of the year, and one who was expelled the College. There were in addition to these, 8 masters examined for this certificate, of whom 6 passed in the second class and 2 failed.

Second year certificate.

"There were 46 stipendiary and 2 free students, of whom 45 came out successful, 28 in the first class and 22 in the second class. The 3 who failed were 2 stipendiary and 1 free. Out of the passed men, 12, including 1 Mahomedan, have remained in the College to study for the higher certificate, 2 were expelled for misconduct, and 24 have been sent out to places worth Rs. 10 and 11. The remaining 7 were expecting employment in the Poona and Sholápur Districts when the year closed. 62 outsiders were examined in the same examination, of whom only three passed in the second class. 1 of the remaining unsuccessful candidates was admitted to the College as a student.

First year certificate.

"42 students were examined in the subjects of the first year's course, of whom 40 passed. 1 of the unsuccessful candidates was struck off the roll, and 1 allowed a free studentship for another year's trial. 2 of the passed men of this standing were expelled.

"It will be noticed that there were 5 expulsions during the year. The men expelled had engaged in a fraudulent attempt to obtain certificates of physical fitness from the Civil

Surgeon, and it was impossible to adjudge any lesser penalty. In recruiting for the College, 89 men holding 2nd Class Public Service Certificates were selected to join, out of whom 74 actually joined."

On the employment of certificated teachers, Mr. Kirkham's remarks are encouraging :—

"The trained masters employed in the Central Division have risen during the last four years as follows :—

1875-76	333
1876-77	360
1877-78	433
1878-79	455

"A process of gradual displacement is going on, under which trained masters are slowly being substituted for untrained. The best of the untrained men—men of age and experience and in many cases born teachers—are equal to the best of the trained, but the average of the trained is, of course, very much higher in efficiency and resource than the average of the old school. The people are finding this out, and quite know the difference between a master who has been taught his business properly and one who teaches his pupils and manages the general affairs of his school according to the light of nature."

The Poona Normal School for women shows an attendance of 27, or 2 more than in the previous year.

"The students are instructed in all the standards, IV. to VII. inclusive, there being now no class reading lower than standard IV., a fact Mrs. Mitchell contrasts with the state of things a few years ago when students had to begin with the letters of the alphabet. The school was examined by the Inspector and his Poona Deputy, and passed an excellent examination under all the standards taught. The detailed results are destroyed, but in the subjects in which I examined myself, as for example, in the writing to dictation, I remember being surprised at the high standard of accuracy reached. The majority of the class were able to write a complete page of Maráthi without committing a single mistake of any kind. The highest vernacular standard having now been reached and some of the students in the highest class being too young to be sent out as mistresses, the question of introducing an elementary English class will shortly arise. Mrs. Mitchell reports that there is a strong desire for the establishment of such a class, but the subject has not yet been officially discussed, and is one of some difficulty. During the year under report the hours of attendance in the 4 girls' schools of Poona were made the same as those of the Normal School, in order to allow of their being regularly visited by Mrs. Mitchell and her zealous assistant, Miss Morris. The schools are still officially under the Deputy Inspector, but the visits of Mrs. Mitchell and Miss Morris will supplement the ordinary inspections in many directions where counsel and advice from a lady will be valuable. Mrs. Mitchell warmly praises her staff. Miss Morris grows in usefulness, and has passed the 'higher standard' in the Maráthi language. Mr. Gadre is efficient, and has manufactured a school globe in a very ingenious manner, which is said to be at once stronger and cheaper than the globes commonly in use. The chief drawback in the history of the year is the failure of all attempts so far to obtain a better building. The present quarters of the school are unhealthy and objectionable on account of disreputable neighbours; but as the Normal School must have its model practising school in a part of the city where small girls can attend it, it has been found very difficult to find a place that will answer the purpose free from these disadvantages."

North-East Division.

75. The returns for the North-East Division show an increase of 1 school and 53 scholars, owing to the inclusion of the Christian Vernacular Society's Normal School at Ahmednagar. This school received a building grant in 1869, but is now for the first time shown in the returns.

Northern Division.

76. The two normal schools for masters show 123 students, or a decrease of 28; and there are 16 women in the Female Normal School against 17 in the previous year. The Inspector's report on the Ahmedabad College under Ráo Sáheb Mahipatrám Ruprám is satisfactory :—

"In the highest or 3rd year's class there were 10 students. Of these 3 were from the zillas, 4 from Káthiáwár, 1 from Cutch, and 2 from Mahi Kántha. All these passed, 4 passing in the 1st grade and the rest in the 2nd grade. In the 2nd year's class 25 were examined; 20 of these passed and 5 were plucked. Of the 20 who passed, 7 were allowed to join the 3rd year's class, having obtained 70 per cent. of the full marks. The remaining 13 were sent out as masters. In the 1st year's class 34 were examined; of these 27 passed and 7 were plucked; among the 7 were 4 from Cutch. All those who passed were allowed to join the 2nd year's class. All those who were sent out as masters were provided with places in the zillas, the students from Agencies returning to their respective Agencies. The number of those studying in the College has fallen from 86 to 66. The cause of this diminution is, that it is necessary to limit the number under training proportionately to the number of vacancies that occur yearly."

The same reason has made it necessary to reduce the number of candidates in the Urdu class which now contains only three men.

At Rájkot, as well as at Ahmedabad, the examination results were good:—

"In the 1st year's class 20 were examined, of whom 17 passed. Of these, 6 went to Ahmedabad to continue their studies, 4 on stipends, and 2 as free students. The three who failed are reported by the Principal as having been disabled by fever. No less than 3 scholars died of fever and cholera in the year under report, one of whom is described by the Principal as having been a most promising man. 11 men were sent out as masters. In the preparatory class 33 were examined and 32 passed, 21 of whom were retained for further training, and the rest utilized in the Department. With regard to new admissions to the College, the Principal, Mr. N. L. Pandya, reports that his difficulty has been great: though 57 passed the entrance examination, great unwillingness to come to the College was manifested, the cause being the difficulty of living on the small stipend that is given, *i.e.*, Rs. 5 per mensem. This is an additional proof of the distress that has been felt during the last year in Káthiáwár. Of the 57 who passed the entrance examination, only 29 could be induced to come to the College although 35 would have been admitted. The general reason given was that they could not live on Rs. 5, and that their parents could not afford to assist them."

Of the Female Training College at Ahmedabad Mr. Giles reports very favourably:—

"There are 17 women drawing stipends at the College, being one more than last year. There are also others studying without scholarships, making the total number of those studying outside the Practising School 28. During the year 6 women have left, one having died of cholera and 5 having been sent out to places in the Department. 7 new girls were admitted to scholarships. Of those sent out one was appointed to the Maganbhai Girls' School, Ahmedabad, as Head Mistress. One was sent to Anklesvar in Broach Zilla, and another to Jambusar in Broach Zilla. A fourth was sent to Dholera in Ahmedabad as Mistress of the Girls' School, and a fifth to Párdi in the Surat Zilla. I am very glad to be able to report that I have nothing but good reports of all those who have been sent out. We have now trained women working in Surat, Broach, Nadiád and Ahmedabad, in Párdi, Anklesvar, Jambusar, Mehmdabad, Viramgám and Dholera, and I believe that in all cases the schools have improved since they were put under female mistresses."....."The annual examination was conducted by myself, assisted by Ráo Sáheb Mahipatrám Ruprám and Ráo Sáheb Motirám The result was on the whole very favourable, and reflects credit on Miss Collett's management of the College."

77. Mr. Patvardhan has done good work in revising the rules for the Dhárwár Training College, in setting the Boarding-house upon a proper footing, and in re-organizing the Practising School. The College now contains 80 students (including 10 Mussalmans), or 10 more than last year; and from November 1880, 40 competent teachers should be turned out each year until the requirements of the Division are fully met.

Southern Division.

"At the certificate examinations held in October last, 4 students appeared for the 2nd year's and 36 for the 1st year's certificates. Of the former, two came out successful, one obtaining a 25 rupees and the other a 20 rupees certificate. Of the latter 17 came out successful, 4 obtaining 15 rupees and the rest 12 rupees certificates. Three outsiders were allowed to appear at the 2nd year's examination, of whom one only obtained a 20 rupees certificate, and one was allowed a 15 rupees certificate as a special case. Of the successful students 5 were retained for the 3rd year's course, and the rest sent out as masters and assistant masters."

The Principal of the College, Mr. Bhujangráo, reports that the work of the College is much hindered by the sickness which prevails in Dhárwár; but for the future I hope to be able to secure special medical assistance. Of the Kolhápur Training School, Mr. Patvardhan reports favourably:—

"I visited this school in December last, and found it satisfactorily conducted. It now contains 23 stipendiary students including 4 from the Sángli State. No new students were admitted during the year. The school was examined twice, and 18 students passed out of 22 examined each time."

78. The Female Training School at Hyderabad has been closed as a failure, but the Lady Superintendent is still employed by the municipality as Superintendent of the girls' schools in the town. Of the Training School for Masters, the Inspector does not give a very favourable account. The number of students is 19 as reported last year, and the number of candidates for admission shows a tendency to fall off. Only 13 candidates appeared for the entrance examination, and all but five of these failed. In the senior class there were 9 candidates, 5 of whom passed. In the junior class there were only four candidates, two of whom obtained certificates.

Sind.

Schools in Native States.

79. The expenditure on some of these schools is met from funds administered by officers of Government; but the expenditure on other schools of this class is not controlled by the Department, which merely inspects the schools. As far as can be ascertained, the total expenditure is as under:—

		Expenditure from Funds administered by the Educational Department.	Expenditure not under the control of the Educational Department.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.
Northern Division...	Káthiáwár ...	1,70,428 15 10	1,15,039 1 4	2,85,468 1 2
	Rewa Kántha ...	1,240 14 2	17,236 5 6	18,477 3 8
	Mahi Kántha ...	1,574 1 8	14,974 1 5	16,548 3 1
	Pálanpur	1,200 0 0	7,173 3 11	8,373 3 11
	Cutch	.....	25,987 14 6	25,987 14 6
	Surat Agency ...	.....	2,681 13 10	2,681 13 10
	Cambay	.....	902 2 3	902 2 4
North-East Division.	Peint	2,400 0 0	.....	*2,400 0 0
Central Division ...	Sávantvádi ...	.....	14,703 8 6	14,703 8 6
	Aundh	.....	3,045 1 6	3,045 1 6
	Bhor	.....	4,667 3 1	4,667 3 1
	Akalkot ...	.....	5,695 2 10	5,695 2 10
	Phaltan	.....	3,095 7 3	3,095 7 3
	Jath	.....	3,428 2 9	3,428 2 9
	Modnimb (Miraj).	.....	1,637 13 6	1,637 13 6
	Jawhár	.....	568 14 5	568 14 5
Southern Division ...	Kolháput	.....	68,043 2 6	68,043 2 6
	Sángli	.....	16,922 15 7	16,922 15 7
	Miraj	.....	7,129 14 3	7,129 14 3
	Jamkhandi ...	.....	.....	.....
	Savanúr	.....	2,337 1 10	2,370 1 10
	Mudhol	.....	.....	.....
	Rámdurg ...	.....	.....	.....
	Lakshmeshvar ...	.....	2,494 0 0	2,494 0 0
	Kurundvád ...	.....	757 0 0	757 0 0
	Total ...	1,76,843 15 8	3,18,520 2 10	4,95,364 2 6

No returns are available for Baroda, Janjira, and Khyrpur, and the returns for Jamkhandi, Mudhol and Rámdurg are incomplete.

Central Division.

80. On the schools in his Division Mr. Kirkham reports as under:—

"The general result is that the Native States in question have spent considerably more on education this year than last; that there has been a net increase of 6 schools and 136 scholars, and on the whole an increase of efficiency. The Chiefs of two States, viz., Bhor and Phaltan, have for the first time opened girls' schools in their States, a fact which deserves prominent notice. The following are points special to each State:—

"1. *Akalkot.*—There is an increase of 2 schools and 3 scholars, a disproportion which indicates a decline in the average size of the schools. This is accounted for by the still lingering effects of the famine year. One of the two new schools is a Hindustáni one, so that the 20 schools now are 5 Hindustáni, and 14 Maráthi, including 1 girls' school and 1 second grade Anglo-Vernacular school. This school on examination did well as to its English classes, but poorly as to its vernacular. It teaches up to Standard III. and presenting 12 boys for examination passed 5 under Standard III., and 4 under Standard II. The 18 primary schools of this State presented 156 pupils for examination, of whom 27 passed Standard I., 7 Standard II., 4 Standard III., and 3 Standard IV.

"2. *Modnimb Táluka of Miraj.*—In this State the number of schools remains the same, whilst there is a small decrease in the number of scholars. The schools have suffered from the bad seasons. 98 boys were presented for examination in the schools, of whom 21 passed Standard I., 10 Standards II. and III., and 5 Standard IV., 68 being in rudiments and below standards. Out of the 192 boys on the rolls, 79 are cultivators, 51

* Exclusive of Rs. 71-2-7 paid from Local Funds.

Bráhmans, and the rest other Hindus and Mahomedans. The predominance of kunbis arises from their forming the large majority of the inhabitants, rather than from their having any special fondness for schooling in this state.

"3. *Bhor.*—This state shows an increase of 2 schools and 105 scholars. The schools are situated in three different Collectorates, viz.:—5 in Kolába, 9 in Sátára, and 11 in Poona. I am not, however, able to report any increase in efficiency—the schools continuing in the same depressed state as reported in previous years. Of the 23 schools, 1 is styled a 2nd Grade Anglo-Vernacular School, 1 is a Sanskrit school, and 1 a girls' school, the remaining 20 being primary schools. The Anglo-Vernacular School at Bhor is in a low condition, the masters are badly paid, and their teaching is poor. The Sanskrit school, also, is in a miserable state. Of the primary schools, 2 are reported to be fairly efficient, 6 indifferent, 9 bad, and 2 were closed on account of state festivities when the Deputy visited the places. The Girls' School was opened during the year under report, on a personal representation made by the Deputy Inspector to the Chief. Details of the results of the examinations have all been destroyed.

"4. *Aundh.*—There are 15 primary schools in this State with 401 pupils, 9 less than last year. The ratio of attendance is said to be 98 per cent. of the number on the rolls Seeing that the schools are about as inefficient as they could well be, it is needless to state that such a ratio is too good to be true. The Assistant Deputy of Sátára examined 7 of these schools, and reported very badly of them all. It appears that the Chief employs an officer, called a Deputy Inspector of Schools, but, as he is unfortunately also in charge of the wardrobe of the Aundh Palace, his duties in that connection do not leave him sufficient time to visit his 15 schools even once a year. The schools in this State are the worst in the Sátára Collectorate.

"5. *Phaltan.*—There is 1 school less this year, but the 13 remaining contain 42 more pupils. These 13 include 1 2nd grade Anglo-Vernacular school, 1 girls' school, and 11 inferior vernacular schools. All the 13 were visited by the Assistant Deputy of Sátára, who reported favourably of the majority of them, though details are lost. The Chief of this State takes a warm interest in his schools, and has done everything in his power to make them efficient. He has erected several suitable buildings expressly for the schools, and has furnished them well with books and apparatus. The Girls' School in this State was opened in the year under report, and promises well. It had no less than 66 girls on the rolls at the close of the year.

"6. *Jath.*—There is an increase of 34 pupils in the 12 schools of this State. The Deputy examined all these schools, and reported a considerable advance in efficiency. The 2nd Grade Anglo-Vernacular School at Jath is in a much improved condition. These satisfactory results have been achieved by hard work on the part of the masters in a year of very great distress and difficulty, owing to the plague of rats which visited these parts with special severity. The people of Bhalgam have built a school-house entirely at their own cost. The master of the school at Jath has a large girls' class which, it is hoped, will develope into a separate girls' school by next year.

"7. *Jawhár.*—The schools of this State continue much the same as reported last year. Details of the examinations are lost, but the reports of all 3 schools were uniformly unfavourable.

"8. *Sávantvádi.*—The 40 schools of this State include a 1st Grade Anglo-Vernacular School, 3 superior vernacular schools, 1 girls' school, 1 Local Corps school, and 34 inferior vernacular schools, of which 4 are Hindustáni. The schools are increased by 3 since last year, but the total number of children under instruction is 19 less. With the exception of the 1st Grade Anglo-Vernacular School situated at Vádi, and the newly opened schools, all the schools of the State were examined during the year. As the State is a large one and the number of schools considerable, it is worthwhile making a detailed comparison between this and last year's results. The numbers passed in all heads of the various standards were as follows:—

	1877-78.	1878-79.
Standard I.	210	182
„ II.	108	93
„ III.	79	82
„ IV.	55	56
„ V.	23	21
„ VI.	3	3
Totals ...	478	439
Presented ...	1,049	908

"Last year's figures are sustained, it will be seen, as regards the higher standards, but show a falling off in the lower. This is laid to the account of an exceedingly sickly year. There was an epidemic of fever and dysentery in all parts of Sávantvádi, and so severe in some parts that the schools had to be temporarily closed."

81. (*a*) *Káthiáwár.*—The Training College and the English schools in Káthiáwár have already been noticed. For primary schools the figures are as under :—

Northern Division.

Name of Prânt.	1877-78.			1878-79.		
	Fund.	Private.	Total.	Fund.	Private.	Total.
Jhálávád	55	40	95	92	26	118
Sorath	59	18	77	72	13	85
Gohelvád	90	31	121	106	32	138
Hálár	104	18	122	115	17	132
Total ...	308	107	415	385	88	473

Mr. Giles' remarks on these figures are as under :—

"The total increase of 58 schools is satisfactory, and may be taken as a proof that the interest of the States in education has not abated. Such an increase gives great promise for the future, and it is very unfortunate that I am unable to record a corresponding increase in the number of pupils attending schools. I regret to have to report that the number of boys attending fund and private schools has decreased by 3,873 during the year under report. So large a decrease needs some explanatory remarks. The Deputy Educational Inspector, Káthiáwár, gives reasons for the decrease as under :—

1. The unusual amount of sickness during the year proceeding from (1) cholera, and (2) malarious fever.
2. The ruin caused to the crops by the excessively heavy rain-fall.
3. The great damage done by locusts.

"How far these causes have operated in Káthiáwár during the last year, Government will be informed by the political officers and the special delegate who has been sent to report on the condition of the province."..... "As regards the efficiency of the lower class schools, the percentage of those passed to those examined under the standards has improved in all Prânts except Sorath, where it has slightly fallen. The greatest proof, however, of progress in higher vernacular education is shown by the largely increased number of boys studying the Fifth and Sixth Standards.

Girls' Schools.

"There has been a net decrease of 3 private girls' schools and an increase of 1 fund school, the girls' school at Vánkáner having been brought on to the fund list. The net decrease of fund and private schools is 2, and of scholars 386. The number of schools and scholars for 1877-78 was 46 and 1,668, respectively, while for 1878-79 it is 44 and 1,282. The same causes which have influenced boys' schools have led to the decline in female schools. Two girls from the Limbdi school passed in Standard VI. during the year. One woman, a master's wife, joined the Female Training College, Ahmedabad, and her stipend is paid by the State while she is under training. At Navánagar an attempt has been made to collect promising women and teach them in the girls' school there to become assistants.

Night Schools.

"In the Jhálávád Prânt one school has been closed. In Sorath two have been opened and are attended by 75 and 7 scholars, respectively. In Gohelvád there is one school which last year had 51 scholars but now contains 26 only. In Hálár there are 6 schools and 82 scholars, against 7 schools and 107 scholars last year. It will thus be seen that the night schools have, during the year under report, been affected by the generally unfortunate condition of the province. These schools are fairly efficient up to Standard III."

(*b*) *Cutch Agency Schools.*—"I have up to this date received no report from Cutch, though I have called for one. As the Assistant Political Agent in Cutch is also Educational Inspector, I conclude that he reports to you directly as to the progress of education in the province. The only subjects on which I have corresponded with the authorities there are

the sending of masters for training to the Rájkot and Ahmedabad Colleges and the supply of masters to Cutch from the zillas. The terms offered by the State do not induce masters to leave the zillas for Cutch, and I expect the schools there will have to be supplied with trained masters principally from among the Cutchis themselves."

(*c*) *Rewa Kántha Agency.*—"There is a decrease in the amount of the fee receipts in the Agency generally of Rs. 78. This is due to the decrease in attendance, which is attributed by the Deputy Educational Inspector to the miserable condition of the people. The harvests have been bad, and the people decimated by fever, cholera and small-pox. As regards attendance, there is a decrease in the numbers attending every class of school. The decrease in the Anglo-Vernacular composite school at Nándod is 44; in superior vernacular schools 4; in inferior schools 205; in the one Urdu School 24; in girls schools 13; and in night schools 13; total decrease 303. The number of schools remains the same, viz., 67. As regards efficiency, in the English class at Nándod 10 boys were examined under the 1st and 2nd Anglo-Vernacular Standards; of these 6 passed. In vernacular schools 9 boys passed Standard VI., and 22 passed Standard V., against 7 and 22 in 1877-78. The total number presented for examination was 1,636, and of these 637 passed, the percentage of efficiency being 38·9. During the year under report the Deputy Inspector, Rewa Kántha and Panch Maháls, retired from the Department. Mr. Lálbhái Ruprám is an old servant of Government. He has had a very difficult and trying position to fill in this Division, and it is in a great measure owing to his conciliatory manners and the tact with which he treated the people that schools have prospered as much as they have done. Yet the general condition of education in the Agency is most unsatisfactory. The people are indifferent, the children's attendance is irregular, the masters are inefficient, the school buildings bad and improperly supplied with furniture. Until larger stipends can be offered to masters, good men cannot be expected to go to the Agency. The few men who have had any training are, as a rule, those who have failed to pass at the Training College, and who accept places in the Rewa Kántha as a last resort. The system of payment by results does not exist, and there is thus no inducement for trained men to accept service in the Agency. All this may in time be improved, but it is absolutely necessary that before any great change can take place, the contributions to education made by the various Chiefs should be increased. The present Acting Deputy Educational Inspector has stated his belief, that the progress of education in the Rewa Kántha depends on the supply of good masters. I agree with him fully, for under good masters the irregularity of the boys and the apathy of their parents will also disappear.

"There are three girls' schools, containing 96 scholars; these schools are all in a poor condition, and every effort will be made to improve them by giving them better teachers.

"The one Urdu school at Lúnávada is flourishing as regards numbers. The master, however a clever and energetic man, is inclined to pay more attention to teaching the Kuran than the Urdu standards."

(*d*) *Mahi Kántha and Pálanpur.*—"There is an increase in the two Agencies of 4 schools, but a decrease of 237 scholars. Anglo-Vernacular schools show a decrease of 9; the Persian School at Pálanpur, a decrease of 37; female schools a decrease of 17; and the remaining number is made up by the decrease in the numbers attending vernacular schools. The Deputy Inspector reports 20 villages as fit for schools and the people as being anxious for them. These villages are distributed as follows:—In Mahi Kántha 7, Pálanpur 5, and Rádhanpur 8. The detailed list of these villages will be forwarded to the Political Agents. With regard to one village, the celebrated old town of Panchásar, I obtained a personal promise from the Diván of the Nawáb of Rádhanpur that a school should be opened there. The villages of the Rádhanpur District are many of them large and flourishing, and I hope that in time more schools may be opened. It is a great difficulty, however, to get the Darbárs of small Native States to comprehend the necessity not only for opening a school but for supporting it when opened, and increasing the expenditure on it if it flourishes. For instance, at a large town called Sami, in Rádhanpur, I three years ago found one master trying to teach 80 boys who were learning 4 standards. I represented the need of Assistants, and a promise was made that they should be given. Yet on my return to the village this year, I found the same man struggling to teach 120 boys and 5 standards, but still alone and unaided"..... "As regards efficiency, the schools have improved. Last year there were only 5 schools, in which Standard VI. was taught, and 9 in which Standard V. was taught. There are now 12 schools teaching up to Standard VI. and 38 schools teaching the Fifth Standard. The percentage of those passed to those examined has improved in all cases, except that of the Persian School at Pálanpur, where the imposition of a ½ anna fee to provide the school with a Gujaráti Assistant was followed by a large decline in the attendance. The Diván Sáheb of Pálanpur has, however, on my representation, promised to provide the school with an assistant. I am glad to be able to report that four masters from Mahi Kántha passed their respective examinations in the Training College. One master from Pálanpur passed the 2nd years' course, and one man was admitted to the College.

(*e*) *Dharampor, Bánsda and Cambay.*—"The few schools under these States require little remark. In Dharampor a girls' school has been opened, and the State officers have shown generally a desire to increase the spread of education. In Bánsda also the schools, with the exception of the Bánsda school the master of which has been removed, are improving. The Cambay school declined much, owing to the carelessness and inattention of the late master, who has been removed. It is now fast recovering its former condition. I have hopes also of obtaining a grant from the Darbár for extending education in Cambay."

Southern Division.

82. The Kolhápur High School and Training School and various Anglo-Vernacular schools in the Native States of the Southern Division have already been noticed. The list of lower schools is as under :—

Names of States.	Boys' Schools.	Girls' Schools.	Night Schools.	Hindustáni Schools.	Jail and Police Schools.	Total.	Remarks.
Kolhápur	117	4	6	...	2	129	
Miraj	12	1	3	...	...	16	
Sángli	41	2	...	3	...	46	
Mudhol	17	1	1	1	...	20	
Savanúr	2	1	...	...	...	3	
Lakshmeshvar	5	1	...	...	...	6	
Kurandvád	...	1	...	...	...	1	
Jamkhandi	14	1	...	...	...	15	
Rámdurg	3	...	...	...	...	3	
Total ...	211	12	10	4	2	239	
Increase for the year under each class of schools ...	6	3	...	1	...	10	

Mr. Patvardhan's remarks on these schools are as under :—

"Of the 133 primary schools in the Kolhápur State, 15 remained unexamined. The Deputy Inspector, Kolhápur, however, intends to examine them before the monsoon sets in. In December last I visited and partly examined most of the vernacular boys' and girls' schools in the town of Kolhápur, and was, on the whole, satisfied with them. The school at Inchalkaranji, however, I did not find well managed. I found the schools at Shirol and Narsobachivádi carefully looked after. I saw the schools in the town of Sángli, and found them well managed. I also saw an indigenous school at Sángli, conducted by one Dada Chapkhane, and was particularly pleased with the higher classes. The schools in the town of Mudhol I found altogether neglected. This was perhaps owing to the prevalence of fever at that place. The Savanúr and Lakshmeshvar schools are under the superintendence of the Deputy Inspector, Dhárwár. I found the former altogether mismanaged, but the latter were in a fairly efficient state. I saw the girls' school at Kurandvád, and found it in a tolerably good condition. I visited the schools at Jamkhandi, and found them in a pretty good state. The school at Kandgol, however, I did not find properly conducted. The schools at Rámdurg are not doing well. I two or three times visited the girls' school at Belgaum, supported by municipal and popular contributions, and found it in a flourishing state."

The Education of Chiefs and Minors.

Central Division.

83. Under this head Mr. Kirkham reports as under :—

"The young Chief of Phaltan, reported last year as doing but indifferently with a private tutor, has made no improvement during the year under report, having almost entirely given up his studies. The second son of the Chief of Aundh continues his studies in the

Sátára High School, and is making satisfactory progress. Two younger brothers, attending the Vernacular School, as reported last year, are also doing well. The son of the Sumant of Sátára, who last year attended the High School, has left the school, and appears to have given up his studies. I regret to report that the eldest son of the Mantri of Islámpur, a very intelligent and promising youth, who was making excellent progress, died during the year. The two remaining sons of the Mantri continue their attendance at the Government Vernacular School at Islámpur, and are making good progress. The table usually given in this place of minors in charge of Judicial and Political Officers, and the proportion of them attending school, cannot be given this year, as all the original lists received from the Judicial Department have been destroyed. The proportions, however, do not probably differ greatly from those reported last year, and a fresh and accurate table can be compiled for the next report."

84. "Three sons of Dang Rájas joined the Dhulia No. I. School in August 1878. Two of these now study Vernacular Standard II., and one studies Standard I. Their attendance is regular and their progress fair."..... "There are two Jághírdárs' sons attending the Dhulia High School. Both of them are in the first class, studying for the Matriculation Examination. They are Maráthas by caste. Two sons of the Jághírdar of Akolner continue to attend the Ahmednagar High School. The elder is now learning under the VIIth and the younger under the VIth Standard. Reports on the progress during the year of the education of minors under the control of the Courts, have been forwarded to the District Judges of Khándesh, Ahmednagar, and Násik. 69 minors in all attend the Government schools in this Division, 7 in Khándesh, 52 in Ahmednagar, and 10 in Násik."

North-East Division.

85. Mr. Giles reports that the Tálukdári School at Ahmedabad is to be re-opened on a new system, in connexion with the Ahmedabad High School :—

Northern Division.

"The Tálukdári School at Sádra was examined by the Deputy Inspector, Mahi Kántha and Pálanpur Sub-Division. It contains 2 more boys than in last year. The Deputy Inspector reports unfavourably of the progress of the boys. I saw the Political Agent, and pointed out that the present attempted English education is of small value, and suggested that, these boys being without exception poor, their studies should be confined to the vernacular. The young Chiefs of I'dar and Bánsda have joined the Rájkumár College during the year under report. The former, who is now nearly grown up, was examined by the Deputy Inspector, who reports his progress to be fair. I fear, he has joined the College so late in life, that he can obtain little educational benefit. The eldest Kuvar of the Dharampor State died during the year. He was a very promising boy, and his death is much to be regretted. The 3 other Kuvars attend the composite Anglo-Vernacular School, Dharampor, and were examined by the Assistant Deputy Educational Inspector. No provision is made for the education of the sons of the Nawáb of Cambay. A tutor who was appointed for the purpose has resigned, and no one else has since been appointed. It seems very advisable that an effort should be made to send them to the College at Rájkot. Among other Tálukdárs in Kaira, 3 attend our schools, two being sons of the Thákor of Dhewan, and one the son of the Umeta Thákor. None of these did well in the examination of the respective schools which they attend. In the Panch Máhals, the sons of the Tálukdárs of Eral, Kanjari, Limbdi, Mehelol, Valanpur and Wadi, and of the Bhayats of these Thákors attend the schools in their respective districts. In the Rewa Kántha, the Rája of Sunth attends the College at Rájkot. The Nándod and Udepur Princes are under private tuition. The two younger sons of the Nándod Rája attend the local school, and were found to be getting on well. The Udepur Princes and the eldest son of the Nándod Thákor were not examined, as marriage ceremonies were being performed at the time of the Deputy Inspector's visit. In Broach the younger Kuvar of Amod, and the Thákor of Dehoj receive education in the village schools. The Kuvars of the Sarod Thákor and the young Kerwada Thákor receive no education. The young Thákor of Janod is under a tutor, but the Deputy Inspector reports that the efforts of the tutor are in vain, as the boy is surrounded with flatterers, who prevent him from learning anything. There are in Broach 174 minors, 54 of whom attend our schools. The Deputy Inspector is investigating the causes why more do not attend. In Surat about 17 minors attend village schools. In Káthiáwár the following Kuvars have been examined; by the Deputy Educational Inspector, the heir-apparent and younger Kuvar of the Chief of Jasdan; by the Sub-Deputy Inspector, Jhálávád, the youngest son of the Thákor of Wadhwán, the youngest son of the Chief of Bajána, and the grandson of the Rája of Dhrángadra; by the Sub-Deputy Inspector, Gohilvad, the younger brother of the Thákor of Vala; and by the Sub-Deputy Inspector, Hálár, 4 Kuvars of the Darbár of Amran under the Navánagar State."

86. "The following table gives the number of minors under the jurisdiction of Civil Courts, the number ordered to attend, and the number actually attending schools in each of the four Collectorates of the Southern Division, with remarks from Deputy Inspectors as regards their progress and attendance :—

Southern Division.

District.	Number of Minors.	Number ordered to attend.	Number actually attending.	Remarks as regards progress and attendance.
Belgaum	60	...	3	Progress tolerably good.
Dhárwár	220	70	20	Progress with a few exceptions has been tolerably good.
Kaládgi	46	24	2	Progress tolerably good.
Kánara	65	38	31	A few of these minors are reported to be attentive and studious, but many of them are irregular and inattentive.

"During the year fresh list of minors were not received from any of the District Courts in the Southern Division. The information given above is for the minors, whose names were reported in 1877-78. I now mention some of the young Chiefs and Sardárs under instruction. I examined the young Chiefs stationed at Kolhápur, and the following is a list of them :—

1. Shrimant Baba Sáheb, Chief of Miráj, is a sharp lad of 11, and has commenced the 4th Anglo-Vernacular Standard. I found him very anxious to show his work.
2. Shrimant Baba Sáheb, Rája of Akalkot, is a boy of average ability. He is 13 years old, and has no desire to distinguish himself. He has commenced the 3rd Anglo-Vernacular Standard.
3. Shrimant Aba Sáheb, Pant Pratinidhi of Vishálgad, is also a boy of average ability. He is 11 years old, and has commenced the 3rd Anglo-Vernacular Standard.
4. Shrimant Baba Sáheb, Chief of Inchalkaranji, is a boy of fair abilities. He is only 8 years old, and has finished the 3rd Vernacular Standard. He has also commenced to read the Primer. He is anxious to learn.
5. Sir Lashkar Bahádur Appa Sáheb Khardekar is merely a beginner. He appeared to me a modest boy. He could write words on a slate, and answer questions from uzalni.
6. Shrimant Bala Sáheb, Pant Amatya of Bávda, attends the Rajaram High School, and is in the 1st class. He is reported to be a quiet young man, but has no desire to distinguish himself.
7. Appa Sáheb Sar Desái of Shirsangi, also attends the 5th standard class in the Rajaram High School. He is reported to be a sensible lad and to be anxious to learn.
8. Bala Sáheb Gaikwar, of the junior family, attends the Rajaram High School, and is in the 6th standard class. He did very well in the examination.
9. Malharrao Gaikwar, of the senior family, is a boy of 14 years old. He attends the Rajaram High School, and is in the 3rd standard class. He is reported to be a well-behaved boy of fair abilities.
10. Narayanrao Rajopadhya is a sharp lad, and is in the 2nd standard class, Rajaram High School. He appeared to me very anxious to show his work.

"Besides the above, the Head Master, High School, and the Deputy Inspector, Kolhápur, mention 44 children of Sardárs and better class parents under instruction in different schools in Kolhápur and Miraj. Their conduct and progress with a few exceptions are reported to be fair. The young Desái of Anigeri and three relations of the Nawáb of Savanúr live in the Boarding-house attached to the Training College, Dhárwár, and attend the High School. Their conduct is good, but progress not satisfactory."

Sind.

87. Mr. Hart-Davies gives a very unfavourable account of the progress made by the sons of Mir Futtah Khan Talpur :—

"I may advert briefly to the sons of Mir Futtahkhan Talpur, who are under the tuition of a master belonging to the Educational Establishment in Sind. This tutor was sanctioned for a further period of 3 years in Government Resolution No. 2635, dated 2nd May 1877, so that the time will expire in July 1880. I think it will be decidedly questionable whether the tutor's retention should be again sanctioned. The reports of the boys are uniformly unsatisfactory. They are at their home surrounded by servants, who encourages them to idleness, to which, indeed, they have naturally a very strong tendency. The Collector at Hyderabad suggested that they should be sent to the Rájkumár College, and Mr. Macnaghten was written to on the subject, and communicated the cost of living, &c. But

nothing has yet come of it. The Mir seems unwilling to send his sons, and though there cannot be the slightest doubt that such a step is the only way of saving them from leading a life of indolence and ignorance, I am doubtful whether either the Collector or myself will ever be able to persuade the Mir of the correctness of our view. However, I shall report further when the question of retaining their tutor comes up."

Rájkumár College.

88. The Rájkumár College has continued to show steady progress, and the number of boys has risen from 35 to 39. Nine boys were admitted, and five withdrawn during the year. Of the five withdrawn, three who are relatives of the Thákor of Gondal were removed because their progress was not sufficient to justify the State expenditure on their account, while the other two, Mir Zulfikar Alí of Surat and Madhavsingji of Chúda, left College on reaching the age of 18. Mr. Macnaghten was anxious to retain Mir Zulfikar Ali and Madhavsingji for a year or two more of College life, but his arguments had no effect with their relatives, who took their stand on the wording of a Government Resolution, which lays it down as a general rule that the College education should be continued to the age of 18. This defection, however, is more than made up for by the new admissions, which include the Chief of Sachín, the Nawáb of Savanúr, and the Mahárájas of I'dar and Kolhápur. These names show that the advantages offered in a College founded by the Chiefs of Káthiáwár are recognized not only in Gujarát but also in the Southern Marátha Country, and encourage the Principal to hope that when the buildings now in course of erection are completed other outsiders may be sent in, so as to increase the number in College to 50 at least.

Mr. Macnaghten reports that the general attendance of the past year was regular, though there have been, as usual, some protracted absences chiefly on account of marriages. Of the school work Mr. Macnaghten writes as follows :—

"The first class remains the same as it was last year, and has made a year's progress. The work of the first three has been good and steady. In English they have read three plays of Shakespeare, the Mahomedan period to the death of Aurangzeb (from Elphinstone's History), and Sullivan's 'Princes of India.' Harbhumji is good in mathematics, while the Thákor of Wadhwán has evinced an intelligent interest in the characters of Shakespeare. The Rája of Mudhol has a creditable knowledge of English, and has done well in other respects. The weak point of all is English composition, but that perhaps is generally true of educational institutions in India. The attendance of Hussen Mia and Jehangir Mia has been interrupted by domestic trouble, but both are intelligent and well disposed towards study. In the second class Kalubha of Wadhwán is nearly up to the level of the first class, and will be promoted next term. So will the Sar Desái of Sávantvádi who is naturally clever, though I cannot add that his school work or conduct has lately given us satisfaction. Of the other boys in the second class, the Thákor of Gondal is the most improving; but Bhupatsingji, Jawansingji, the Rája of Sunth, and the Mahárája of Kolhápur have all worked satisfactorily. The Mahárája of I'dar, who has just joined, has a fair colloquial acquaintance with English, but otherwise his knowledge is small. Our chief regret with regard to him is that he did not join the College five years ago. In the third class the Thákor of Vala, and the two Maráthas of Mhysál and Nipáni are boys of good promise; so in the fourth class are Daulatsingji, Raisingji, the Rája of Bánsda and the Nawáb of Savanúr. In the fifth class, composed mostly of little boys, I have specially to commend the diligence of Nathubhai of Kali Talav, of the two brothers of Sihor, and of Nusrukhkhan of Sachín.

"Lessons in the Riding School have been continued under the superintendence of a new drill master kindly lent by Captain Willoughby of the 3rd Cavalry, and a new stimulus has been given to cricket by the spirited example of the Thákor of Limbdi, an old student of the College, who brought a home eleven trained by himself to play and defeat the College in the Christmas holidays. I am hopeful that a similar club will be formed at the home of the young Chief of Morvi."

The list of students in class order is as under :—

1st Class.

Harbhumjee of Morvi.
Daji Raj, Thákor of Wadhwán.
Venkatráo, Rája of Mudhol.
Jehangir Mia of Mángrol.
Hussen Mia Shekh of Mángrol,

2nd Class.

Kalubha of Wadhwán.
Raghunáthráo Sar-Desái of Sávantvádi.
Bhupatsingji of Bhimrád.
Bhagwatsingji, Thákor of Gondal.
Jawansingji of Bhávnagar.
Shiváji Mahárája of Kolhápur.
Ladhabha of Rájkot.
Partapsingji, Rája of Sunth.
Kesrisingji, Mahárája of I'dar.

3rd Class.

Wakhatsingji, Thákor of Vala.
Kedarráo, of Mhysál.
Wakhatsingji, Thákor of Thul.
Sidhojiráo of Nipáni.
Ghujeffer Khan of Manawadar.
Amra Wala of Bilkha.
Ummedsingji of Limbdi.

4th Class.

Ráisingji of Bheemrad.
Daulatsingji of Dhrol.
Dalal Khan, Nawáb of Savanúr.
Partapsingji, Rája of Bánsda.
Abhaysingji of Tharád.

5th Class.

Nathubhai of Kali Taláv.	*First Division.*
Jaysingji of Sihor.	
Chandrasingji of Navánagar.	
Khoda Wala of Bilkha.	
Nusrukhkhan of Sachín.	
Abdul Kadirkhan, Nawáb of Sachín.	
Ramsingji of Sihor.	*Second Division.*
Ráisingji of Mália.	
Shivasingji of Gadhka.	
Harisingji of Lakadya.	
Jiwabhai of Gondal.	
Edulkhan of Junágad.	
Naja Wala of Bilkha.	

Mr. Macnaghten ends his report with a warm acknowledgment of the support given by the Political Agents :—

"We much regretted the loss of Mr. Peile who left Káthiáwár last June. Upon him, from the time when the College was opened, had devolved the chief management of our affairs, and we shall not soon forget what we owe to his fostering care and support. But we have also been specially fortunate in his successor, Colonel Barton, from whom we have already received such encouragement as might be expected from one who has always been specially interested in young Native Chiefs."

General Table of Castes, &c.

89. The number of children in schools connected with Government is divided between the different races or castes as under :—

	1877-78.	Per cent.	1878-79.	Per cent.
Christians	5,084	2·	5,468	2·
Hindus { Brahmans	60,851	24·	60,715	25·
Hindus { Others	1,46,430	59·	1,42,950	58·
Mahomedans	26,563	11·	24,545	10·
Pársis	7,562	3·	7,573	3·
Jews	393	·16	443	·18
Aboriginal and Hill Tribes	1,175	·47	1,154	·47
Others	76	·03	3	·001
Total	2,48,140	...	2,42,851	...

The usual table giving details for each class of schools follows :—

Table of different Castes under Instruction in Government, Aided, and Inspected Institutions.

Description of Schools	I.—Christians.					II.—Hindus.												III.—Mahomedans.								IV.	V.	VI.	VII.	
	Europeans.	Indo-Europeans and Eurasians.	Portuguese.	Native Converts.	Total.	Brâhmans.	Kshatris (Rajpûts).	Kâyasthas or Parbhus.	Lingayets.	Jains.	Trading Castes (Banias, Bhatias, &c.)	Cultivators (kunbis, &c.)	Artizans (Sonars, Sutars, Lohars, Darjis, &c.)	Shopkeepers (Ghanchis, Kachhis, Tambolis, &c.)	Labourers, Menial Servants Dhobis, Bhistis, &c.	Law Castes, (Mochis, Dheds, Bhangis, Mangs, Mahars, &c.)	Amils.	Miscellaneous (Bhats, Vanjaras, Bharwads, Rabbis, &c.)	Total.	Mogals.	Syuds.	Boras.	Minnas.	Khojas and Memons.	Shaiks and Pathans.	Others.	Total.	Pârsis.	Jews.	Aboriginal and Hill Tribes.	Others.	Total.
Government Schools.																														
Colleges	26	20	46	3	95	335	22	41	5	..	36	16	8	..	..	1	..	..	464	1	..	..	10	4	..	..	15	227	7	..	..	808
High Schools	10	9	8	4	31	1,994	73	209	21	88	434	112	110	19	13	3	302	23	3,401	35	4	8	24	21	16	9	117	607	31	3	..	4,189
1st Grade Schools	..	6	1	28	35	1,157	65	172	25	181	592	140	178	47	8	3	59	30	2,657	21	2	17	29	31	10	4	114	653	8	..	..	3,467
2nd Grade Schools	..	..	82	51	133	2,275	128	98	270	167	946	413	429	160	149	5	290	234	5,564	78	20	35	115	76	39	114	477	86	34	1	..	6,245
Lower Class Schools	..	5	193	242	540	43,652	4,849	1,464	9,788	9,215	20,731	22,150	14,218	5,914	4,289	1,032	754	5,994	1,53,850	3,771	315	3,452	5,382	3,717	847	1,704	19,188	1,928	139	1,097	..	176,712
Female Schools	..	1	8	11	20	1,933	211	147	469	440	1,123	642	915	261	142	21	156	312	6,772	130	16	67	44	85	23	395	760	640	32	2	..	8,226
Normal Schools for Masters	..	..	..	..	..	243	1	..	12	10	14	11	7	10	..	..	..	3	311	13	2	1	15	1	9	..	41	..	..	..	..	352
Normal Schools for Mistresses	..	..	..	..	..	17	3	..	..	..	1	15	5	..	..	..	..	2	43	..	..	1	1	..	..	..	2	..	1	..	..	46
Engineering school, Hyderabad	..	..	..	..	..	1	..	..	..	..	5	..	1	..	..	..	10	..	17	1	..	..	..	..	..	..	1	..	..	..	..	18
Industrial Schools	..	..	..	..	..	..	3	..	9	..	..	..	10	..	9	..	..	1	32	..	..	..	4	..	..	..	4	..	..	..	..	36
School of Art	13	4	16	..	33	16	11	7	..	..	7	2	30	..	19	..	..	..	92	1	..	1	..	1	..	..	3	42	5	..	..	175
Night Schools	..	..	..	..	..	27	27	1	11	7	78	71	76	20	124	3	1	9	455	22	4	30	36	28	16	121	257	1	..	4	..	717
Medical School, Poona	..	..	..	..	..	34	5	4	..	..	1	18	2	..	..	..	..	..	64	..	..	..	..	..	..	4	4	1	7	..	..	76
Total	49	45	354	439	887	51,684	5,198	2,143	10,610	10,109	23,968	38,590	15,989	6,431	4,753	1,068	1,572	6,608	173,722	4,073	363	3,612	5,660	3,964	960	2,351	20,983	4,135	264	1,106	..	201,097
Aided Schools.																																
Colleges	2	..	2	4	8	27	..	5	..	..	10	..	..	..	..	..	..	3	45	..	..	..	..	..	..	..	..	30	..	..	..	83
High Schools	539	538	851	67	1,495	586	100	109	14	24	87	124	176	34	18	5	..	38	1,315	9	3	14	26	22	..	..	74	482	62	..	..	3,428
1st Grade Schools	155	217	830	112	1,314	122	20	44	12	26	237	46	44	18	9	4	491	16	1,089	8	6	28	17	56	6	2	123	924	12	3	..	3,485
2nd Grade Schools																																
Lower Class Schools	..	..	55	256	311	218	49	7	131	102	265	225	312	145	119	75	243	9	1,895	61	18	26	44	90	28	34	301	559	65	4	..	3,135
Female Schools	186	419	376	380	1,341	294	101	212	..	132	237	71	235	43	40	7	60	33	1,465	1	..	..	9	1	..	2	13	925	10	..	..	3,754
Indigenous Schools	..	..	..	3	3	689	48	104	124	42	496	610	219	164	116	18	..	154	2,775	13	23	8	55	2	..	378	479	10	7	..	..	3,274
Special Schools	..	..	..	7	7	2	..	..	5	1	5	35	6	12	1	8	..	..	75	6	.	6	49	13	..	..	74	37	5	..	..	198
Night Schools	..	..	..	..	..	4	..	5	..	..	3	15	3	..	10	..	..	..	40	..	..	..	..	..	..	..	..	..	..	..	..	49
Total	882	1,174	1,614	829	4,479	1,928	318	486	286	327	1,340	1,126	995	416	313	117	794	253	8,699	98	50	82	200	184	34	416	1,064	2,967	161	7	..	17,377
Inspected Schools.																																
High Schools	..	..	..	..	..	266	13	15	1	..	15	11	5	3	2	..	..	1	332	2	..	..	..	1	..	..	3	41	..	..	..	376
1st Grade Schools	..	..	..	1	1	583	34	11	45	49	57	84	42	4	4	5	..	2	920	10	..	5	38	25	11	..	89	211	..	..	..	1,221
2nd Grade Schools	..	..	..	..	..	486	34	40	49	47	34	179	65	22	17	3	..	9	985	44	..	..	5	..	6	..	55	19	..	..	..	1,059
Lower Class Schools	..	..	..	31	31	5,174	453	156	1,994	1,491	1,994	2,827	1,203	273	290	78	..	435	16,368	501	2	185	350	748	..	..	1,766	11	11	9	3	18,199
Female Schools	..	..	..	..	..	510	61	18	90	118	192	138	145	20	47	3	..	70	1,432	45	..	2	..	67	..	..	114	169	..	..	..	1,715
Night Schools	..	..	..	..	..	31	9	2	37	19	49	152	69	9	19	8	..	8	412	25	..	6	7	27	5	..	70	20	..	1	..	503
Normal Schools for Masters	..	..	..	50	50	21	..	..	..	..	..	2	..	..	..	3	..	..	26	..	..	..	..	..	..	..	..	..	..	..	..	76
Total	..	..	..	82	82	7,071	604	243	2,216	1,724	2,341	3,393	1,549	331	379	100	..	525	20,475	627	2	178	400	868	22	..	2,097	471	11	10	3	23,149
Police and Jail Schools	..	..	5	15	20	32	37	7	35	5	6	436	21	5	88	44	..	53	769	155	22	25	119	20	40	20	401	..	7	31	..	1,228
Grand Total	911	1,219	1,973	1,365	5,468	60,715	6,157	2,878	13,177	12,164	27,655	38,545	18,554	7,183	5,553	1,312	2,366	7,439	203,665	4,953	437	3,897	6,379	5,036	1,056	2,787	24,545	7,573	443	1,154	3	243,881

Inspectors' Returns of Examinations, &c.

90. The general results of the school examinations held during the year will be found in Appendix M. Besides the figures there given for candidates passed under the V. English and VI. Vernacular Standards, candidates were passed at the zilla examinations (for certificates qualifying for Government employment) as under :—

Division.	Collectorate or State.	First Class Certificate V. English Standard.		Second Class Certificate VI. Vernacular Standard.	
		Number examined.	Number passed.	Number examined.	Number passed.
Central Division ...	Poona	75	20	179	68
	Sholápur	27	6	78	9
	Sátára	14	2	150	46
	Ratnágiri	31	7	235	34
	Thána	22	9	276	63
	Kolába	6	...	209	42
	Bombay	141	39	131	43
	Total ...	316	83	1,258	305
North-East Division ...	Khándesh	24	4	228	38
	Ahmednagar	40	6	169	20
	Násik	20	1	238	30
	Total ...	84	11	635	88
Northern Division ...	Surat	47	18	255	91
	Broach	18	11	104	47
	Kaira	11	8	166	48
	Panch Maháls	9	2	77	19
	Ahmedabad	42	27	133	70
	Mahi Kántha	1	...	44	17
	Káthiáwár	5	4	2	1
	Total ...	133	70	781	293
Southern Division ...	Belgaum	57	15	230	98
	Dhárwár	60	14	297	69
	Kaládgi	18	5	130	46
	Kánara	49	15	114	30
	Kolhápur	46	15	207	57
	Total ...	230	64	978	300
Sind	Kurrachee	14	2	30	9
	Hyderabad	27	2	54	26
	Shikárpur	34	1	115	41
	Total ...	75	5	199	76
	Grand Total ...	838	233	3,851	1,062

The following statement shows the number of candidates and the number of successful candidates for the last six years :—

Year.	1st Class Certificate, V. English Standard.		2nd Class Certificate, VI. Vernacular Standard.	
	Number Examined.	Number Passed.	Number Examined.	Number Passed.
1873-74	692	305	2,552	791
1874-75	855	373	2,880	928
1875-76	1,095	430	3,539	1,239
1876-77	1,121	292	4,302	1,254
1877-78	828	232	3,711	1,053
1878-79	838	233	3,851	1,062

91. The returns for the Central Division are incomplete, owing to the loss of the Inspector's papers. The returns, such as they are, show that the Inspector examined 14 Government and 17 private schools. The 14 Government schools presented 2,204 pupils. Mr. Kirkham reports that all schools in his Division were duly examined, except 7 in Poona, 4 in Sátára, 6 in Ratnágiri, and 7 in Thána. These schools could not be examined before the close of the year because of various difficulties in the way of travelling, which have been explained by the Deputies. Mr. Kirkham concludes his report on the Inspection work of the year with the following remarks :—

"The Central Division was in my charge during the greater part of the year. The exceptions were :—(1) from 1st to 27th April 1878, when Dr. Kielhorn was Acting Inspector, and (2) from 16th November to 1st December 1878, during which time Colonel Waddington reverted to his permanent appointment, and I enjoyed privilege leave, being recalled to the Acting Inspectorship on the 2nd December, when Colonel Waddington proceeded to Europe. The changes in the Inspecting staff during the year were as follows :—

(1.) In March 1879 Ráo Sáheb Abaji Vishnu Kathavate, Deputy Inspector of the Poona Sub-Division was appointed Professor of Sanskrit in the newly-opened Ahmedabad Provincial College, and Ráo Sáheb Vishnu Balkrishna Sohoni, late Deputy Inspector of Khándesh and Acting Principal, Poona Training College, was ordered to take charge. This he did on 3rd March, and continued in charge till the close of the year.

(2.) Mr. Ramji Hari Agashe, appointed Assistant Deputy Inspector, Sátára, in the place of Mr. Wasudev Bhikaji Karmarkar, superseded, took charge of his office on the 1st May 1878, and continued in charge during the rest of the year.

(3.) Mr. Waman Khanderao Waidya, appointed Assistant Deputy Inspector, Thána, took over charge from Mr. N. M. Ronghe, temporarily officiating, on the 1st April 1878, and has continued in office during the year.

(4.) In May 1878 Ráo Sáheb Ghanashyam Nilkant Nadkarni, Deputy Inspector, Maráthi Schools, Bombay, proceeded on one year's leave without pay, and Ráo Sáheb S. S. Wagle was appointed in his room. Mr. Wagle assumed charge on 1st May, and continued in office the rest of the year.

(5.) Ráo Sáheb Gokuldas K. Parekh, Deputy Inspector, Gujaráti Schools, Bombay, was absent on privilege leave of one month from 1st to 30th September 1878, during which time Mr. Wagle, the Maráthi Deputy, held charge of the office in addition to his own.

"Speaking generally, I have had every reason to be satisfied with the work performed by the Deputy and Assistant Deputy Inspectors who have worked under me during the year."

92. Of the work done in the North-East Division, Mr. Jacob reports as under :—

"My own inspection of village schools was confined chiefly to the districts of Násik and Peint. I had intended also to inspect the whole of the Ahmednagar Zilla and a part of Khándesh, but this tour, I regret to state, had to be given up in consequence of my being detained at head-quarters till the end of February in the investigation of certain charges preferred against Mr. Bhaskar Balkrishna Limaye, Deputy Inspector of Násik. I travelled during the year 561 miles by road and 1,642 by rail. The number of schools examined by me was 39 (with 3,592 children presented for examination), excluding the usual aided schools (10 schools with 710 children), taken in the Island of Bombay.

"The Khándesh Sub-Division was throughout the year under Mr. Vinayak Krishna Gore, who administered his district with discretion, and is no way to blame for the falling off in the village schools. So far, indeed, as the decrease is the result of the checks that he has imposed on fraudulent registration, he is entitled to credit. He and his Assistant, Mr. Godbole, worked with great energy; so that they not only left no school in the sub-division unexamined, but were able to render assistance to the Acting Deputy of Násik, whose inspection work was considerably in arrears. The Násik Sub-Division was under Mr. Bhaskar Balkrishna Limaye for the first four months of the year, after which he was suspended* on certain grave charges of corruption which had been preferred against him. The enquiry into his conduct proved a lengthy one and was not concluded before the end of February." * * *

*Mr. Limaye has now been dismissed.

"During the first month of Mr. Limaye's suspension, I took the duties of his office myself After that to the close of the year Mr. Oke, Assistant Deputy Inspector, Násik and Nagar, was in charge of the office. Owing to an accident, by which Mr. Oke was partially disabled for some weeks during the travelling season, 38 of the schools that had been allotted to him to inspect in Násik and 74 in Ahmednagar Zilla were not completely examined until the 20th of April last. Mr. Krishnaji Raghunath Kelkar, an Assistant Master in Poona High School, was appointed to officiate as Assistant Deputy Educational Inspector of Násik and Nagar at the beginning of January, and it was in a great measure owing to the assiduity with which he worked that the arrears in question were so promptly disposed of. The Ahmednagar Sub-Division was under Mr. Waman Krishna Agarkar† during the year, who was not so careful and expeditious in disposing of his correspondence as I could have wished."

† Since deceased.

93. Of the Northern Division Mr. Giles' account is satisfactory:—

"During the past year I examined all the High Schools of the Division and the Training College at Ahmedabad. The Training College at Rájkot was not examined for reasons stated elsewhere. I also examined all the branch schools and the Anglo-Vernacular schools at Bulsár, Navsári, including the Navsári Zarthosti Madresa, Kaira, Viramgám, Dholka, Wadhwán (both city and camp schools), the Limdi School (partially), and the schools at Gondal and Bhávnagar. I further examined the Anglo-Vernacular schools at Pálanpur, Camp Deesa, and Rádhanpur. In consequence of my having to investigate the charges brought against the Deputy Inspector, Kaira, I was obliged to delay my tour into Káthiáwár until 1879. This enquiry has, to a great extent, interfered with my annual tour, compelling me to be for some time in or near the Kaira Zilla. I visited Bhávnagar in November and in January went to Rájkot and Junágad. Returning from Káthiáwár, I went to Deesa and Pálanpur and afterwards visited Rádhanpur. I have been able to see a good many village schools in the Kaira Collectorate, a few in Ahmedabad, and a few in Broach and Surat. I have also inspected a few Schools in Káthiáwár and under the Pálanpur and Rádhanpur States. The total number of vernacular schools inspected by me was 65. I travelled during the year under report 3,996 miles, being 3,101 by rail, 735 by road, and 160 by sea. In consequence of the suspension of Ráo Sáheb Gopalji G. Desai, Deputy Inspector, Kaira, extra work was thrown upon the Assistant Deputy Inspector, Ahmedabad and Kaira, the Deputy Inspector, Ahmedabad, and the Assistant Deputy Inspector, Broach and Kaira. It was with great difficulty that I was able to arrange for the examination work in Kaira and Ahmedabad, but I am glad to be able to report that all schools except 6 in Ahmedabad Zilla were examined before the close of the year, and these 6 were examined before April 10th. With this exception all the schools in the Division have been examined according to the standards. In a few cases in Káthiáwár and elsewhere schools just opened have been merely inspected, there being no pupils ready for presentation under the standards. I have been satisfied with the work of the Deputy Inspectors generally, excepting the late Deputy Inspector of Kaira. In the Northern Tálukas of the Surat Collectorate, I have received many complaints from the District Officers as to the laxity of discipline among the masters. I have had accordingly to point out to the Deputy Inspector, Ráo Sáheb Mohanlal, that such complaints reflect discredit on his administration, and that he must for his own sake enforce due obedience to the rules of the Department from the masters under him. The Assistant Deputy Inspector, Surat Southern Division, has conducted his work quietly and efficiently. I have elsewhere mentioned the retirement of Mr. Lalbhai Rupram, which was necessitated by his age and inability to work actively. Mr. Madhavlal Harilal Desai, besides having extra work thrown on him as acting Deputy Inspector, Kaira, examined all the High Schools in the zillas in Sanskrit, and also helped in the examination of the Training College. He has therefore had unusually hard work, which he has performed well. In Káthiáwár the work done by the Inspecting Officers has been satisfactory. Ráo Sáheb Gopalji has done much good in visiting various parts of the province and testing the work of the Sub-Deputy Inspectors, while at the same time exhorting the people and Princes to promote education. Had the year not been so disastrous a one, the fruit of his (Ráo Sáheb Gopalji's) visits would, I am sure, have appeared in a still larger increase in the number of schools than has taken place. The Sub-Deputy Inspectors have all worked well and quietly."

94. Of the Southern Division Mr. Patvardhan remarks as under:—

"43 schools in Dhárwár, 14 in Belgaum, 19 in Kaládgi, 17 in Kolhápur, 2 in Miraj, and 9 in Sángli, remained unexamined at the close of the year. But the fact is that all of them, except those in Kolhápur and Miraj, being new schools required no examination. Besides

the work shown in the statement, viz., 4 High Schools, 13 1st Grade Anglo-Vernacular schools, and one Training College, I visited and partly examined 150 vernacular schools, containing 8,825 scholars, and travelled 1,566 miles. I had to take the assistance of Deputy and Assistant Deputy Inspectors in conducting the examinations of High and 1st Grade Schools and the Training College.

The Deputy Inspector, Dhárwár,	examined	97	schools.
The Assistant do.	do.	130	do.
The Deputy Inspector, Belgaum	do.	70	do.
The Assistant Deputy Inspector, Belgaum and Kaládgi,	do.	107	schools.
The Deputy Inspector, Kaládgi	do.	90	do.
The Deputy Inspector, Kánara,	do.	84	do.
The Deputy Inspector, Kolhápur,	do.	88	do.
The Assistant do.	do.	44	do.
The Deputy Inspector, Sángli,	do.	38	do.

"The work done by the Deputy Inspector, Dhárwár, is satisfactory. Though an honest and experienced officer of the Department, he was found guilty of carelessness as regards his work in connection with the Book Depôt, Dhárwár. The Assistant Deputy Inspector, Dhárwár, is an able and energetic young man and will, in course of time, be a fit man for a Deputy's place. The work done by the Deputy Inspector, Belgaum, is not sufficient. But this was owing to Mr. Chintáman Pethkar's* sickness. The new Deputy has commenced his work with zeal and activity. The Assistant Deputy Inspector, Belgaum and Kaládgi, is a man of steady habits and fit for the place he holds. His work is satisfactory. The Deputy Inspector, Kaládgi, is a man of quiet habits, but does not appear to have been sufficiently active. His supervision over the vernacular schools is anything but satisfactory. The Acting Deputy Inspector is careful and able to conduct the duties of the place, but is rather slow and wants experience. The Deputy, Kánara, is steady but wants confidence. The Deputy Inspector, Kolhápur, is an experienced officer of the Department, and has been doing his work with ability, tact, and judgment."

* Mr. Chintaman Pethkar died in February.

95. In Sind we have had three changes. In May, owing to the pressure of other work, Mr. Lee-Warner gave up his educational duties; and in November Mr. R. Giles, who succeeded Mr. Lee-Warner, was relieved by Mr. HartDavies, the permanent Inspector, who had been absent on furlough. On thework of the year Mr. Hart-Davies remarks as under:—

"I regret that I have been able to do so little inspecting this year myself; but the year was exceptional. The fact of my being Assistant Commissioner, as well as Educational Inspector, of course, renders it necessary for me to be always with the Commissioner, and this year the Commissioner performed no tour at all. All the camels available for transport were taken for the Afghan expedition—a circumstance which prevented nearly all district officers from touring, and the pressure of transport arrangements in Upper Sind compelled the Commissioner to reside at Sukkur nearly three months. So, except on the occasion of a short trip away from Sukkur, I was unable to do any inspection, except at the large centres of Hyderabad, Shikárpur and Sukkur; but this is a circumstance that is not likely to occur again."

Among the Deputies the highest praise is given to the Hindu Inspector at Kurrachee, but the Mahomedan Deputies at Hyderabad and Shikárpur are also well spoken of by Mr. Hart-Davies:—

"I must express my sense of the value of Mr. Alumal's services. He is most able, useful, and laborious, and his great experience gives his opinions considerable weight. Mr. Ghulamali has worked with much energy, and will prove a valuable Inspector; Kazi Ahmed has also done his best."

Educational and General Literature.

96. Rs. 7,450 were expended under this head against Rs. 13,701 in 1877-78. In the year under report the chief items of expenditure were Rs. 1,000 for Mr. Pandit's book on the Vedas (Vedárthayatna), Rs. 400 for the "Indian Antiquary," Rs. 460 for copies of Dr. Leitner's "Sinin i Islam" and "Dardistan," Rs. 630 for Dr. Fallon's Hindustáni-English Dictionary, Rs. 500 for a Hindustáni work called "Hidayatnama," or "Lectures on Veterinary Practice," Rs. 1,125 for Dr. Wilson's "Indian Castes," Rs. 500 for Mr. Kunte's "Shaddarshana Chintaniká," Rs. 350 for a reprint of the "Rásmála," Rs. 1,500 for "Kies' account of the Southern Marátha Country," Rs. 300 for Mr. Oke's translation (Maráthi) of the "History of the French Revolution," and Rs. 400 for Mr. Bápat's translation (Maráthi) of the "Life of Napoleon Buonaparte."

Encouragement of Literature.

Four new libraries (at Khetvádi in Bombay, Rádhanpur, Lánavli, and Miráj) were registered, and the numbers for each Division are now as follows:—

	1877-78.	1878-79.
Central Division	27	29
North-East do.	6	6
Northern do.	29	30
Southern do.	11	12
Sind do.	7	7
Total ...	80	84

Vernacular Committees and Translators

97. The expenditure from the Dakshina was as under:—

	Rs.	a.	p.
Allowance to Bráhmans . .	1,998	5	8
Allowance to teachers and students ...	13,479	15	10
Rewards to authors	3,041	0	0
Prize Committee and Accountant	2,163	3	0
Total	20,682	8	6

The Prize Committee examined a large number of compositions, and awarded prizes of the aggregate value of Rs. 975. The most important composition which came before the Committee was a Maráthi adaptation of Blanford's Book on Physical Geography. For this composition a prize of Rs. 400 has been given; and with the permission of Mr. Blanford the work is to be published for school use. With regard to the preparation of school-books, I am glad to report that good work has been done by the Kánarese Translator, Mr. Venkat Rango, who, under the supervision of the Vernacular Committee, has compiled a small grammar, and translated the departmental books on geography and mental arithmetic and one of MacMillan's Science Primers. The Poona, Ahmedabad and Kurrachee Committees and Translators have had the usual number of works under review, and several revised school-books have been issued. Of new books printed or published during the year, the most important is the Sindhi and English Dictionary which has cost us Rs. 7,250, and is now ready for issue. Other useful books are Tarkhadkar's Anglo-Maráthi Translation Series, Part II., Wells' Anglo-Gujaráti Translation Series, Part V., and translations of MacMillan's Science Primers, three books being ready in Maráthi and two in Gujaráti.

Resolutions of Government affecting the Educational Department.

98. Most of the orders issued during the year have been already quoted; but in Appendix N. I have printed an extract from a Resolution regarding the formation of botanical gardens, a Resolution of Government declining to allow the department the benefit of increased fee receipts credited to Provincial Services, and a correspondence which has passed with regard to the form in which educational statistics are to be made up.

Conclusion.

99. In conclusion, I have the honour to report that Colonel Waddington acted for me from the 1st of April until the 16th of November, and thus endured the load for nearly two-thirds of a trying and anxious year.

Poona, Office of the Director of Public Instruction, 2nd October 1879.

K. M. CHATFIELD,
Director of Public Instruction.

APPENDICES.

A.—Letter to Government on the Report for 1877-78 and Government reply.

B.—Resolutions of Government offering, under certain conditions, all the higher appointments in the Revenue Department to Graduates in Arts.

C.—Changes in the teaching staff of the Grant Medical College.

D.—Government Resolutions regarding the formation of a Training School for Native Foresters, and bout Agricultural Education in the Bombay Presidency.

E.—Government Resolution regarding the reduction of the Second Department in the Engineering College.

F.—Minute by the Governor of Bombay regarding elementary instruction in Drawing in Government Schools.

G.—Extract from Major Mant's report on the re-organization of the Sir J. J. School staff.

H.—Letter to the University regarding proposed changes in Matriculation, with Mr. Wedderburn's memorandum on University reform.

I.—Remarks by the Acting Inspector, N.D., on the centre system for Matriculation, with note by the Director.

J.—Local cess receipts and expenditure by Collectorates.

K.—Extract from Mr. Kirkham's report on Vernacular Schools (Boys') in the Central Division.

L.—Extract from Mr. Hart-Davies' report on Vernacular Schools (Boys') in Sind.

M.—Results of instruction in Government and Private Schools as shown by numbers passed under different standards.

N.—Resolutions of Government regarding the Educational Department.

APPENDIX A.

Letter to Government on the Report for 1877-78 *and Government reply.*

No. 176 of 1878-79.

Poona, Office of the Director of Public Instruction,
14th April 1879.

From

K. M. CHATFIELD, Esq., M.A.,
Director of Public Instruction.

To

J. B. PEILE, Esq., C.S.,
Acting Chief Secretary to Government,
Educational Department, Bombay.

Sir,

I have the honour to submit some observations with regard to the Annual Report noticed in Government Resolution, Educational Department, No. 1461 of the 4th of December. These observations would have been submitted before, except that I waited for the return of Colonel Waddington, who, I thought, might wish to make some remarks on the subject. But as Colonel Waddington has applied for sick leave in lieu of privilege leave, I do not think it advisable to delay any longer in addressing Government.

2. In the first place I desire to point out several mistakes or misprints, such as one in para. 26 (page 20), where it is wrongly stated that the oral examination in English has been discontinued in the Matriculation ; another in para. 20 (page 17), where the decrease in the Central Division is given at 8,543 instead of 3,543 ; and a third in para. 3 of the Government Resolution, where the decrease in aided institutions for 1876-77 is given at 2,779 instead of 103.

3. But the most serious mistake occurs in para. 42 (page 30), where the report runs as follows :—

"In 1868-69 Mr. Peile expressed an opinion that it might be deemed satisfactory if one-eighth of the High Schools' pupils matriculated every year. These, perhaps somewhat sanguine, expectations are still very far from being realized, the number of pupils in these schools being now 7,735, of whom only 147 or about one-fiftieth passed."

This remark has been noticed by Government in their Resolution.

4. A reference to pages 8 and 44 of Mr. Peile's report for 1868-69 will show, that Mr. Peile expressed his hope that the Government High Schools teaching 4 standards would some day be able to pass one-eighth of the pupils in average attendance. But Colonel Waddington, in applying this test, has inadvertently taken the number of boys who passed from Government schools, and compared this number not with the number of boys in the Government schools, but with the whole number of boys in Government, aided and inspected High Schools. In other words, he has taken 7,735 (see page 19) instead of 4,109 (see page 18). Again, Mr. Peile was speaking of the average attendance, and not of the number on the rolls. But Colonel Waddington has taken the number on the rolls, instead of the average attendance. In other words, he has put 7,735 instead of, not 4,109, but 3,435 (see page 15). Thirdly, Mr. Peile was speaking of the old High Schools which used to teach 4 standards only, whereas under the system which Mr. Peile himself introduced after he wrote the report of 1868-69 no less than 15 out of the 21 Government High Schools, about which Colonel Waddington was writing, teach not 4 but 7 standards, *i.e.*, contain an Anglo-Vernacular* or middle class school as well as a High School.† So that Mr. Peile's test could not be applied until the middle class standards had been separated from the High School standards. I have now done this, and find that out of the 3,435 boys shown under "daily attendance" (page 15) 2,448 were under High School standards, while the rest being under middle class standards should have been excluded before Mr. Peile's test was applied. On the whole matter, then, the mistake amounts to this, that 7,735 was wrongly written in place of 2,448, and that one-fiftieth were said to have passed instead of about one-sixteenth.

*3 Lower Standards.

†4 Higher Standards.

5. A further essential point to be considered in applying Mr. Peile's rule, is the fact that the 1st Class Certificate qualifying for admission to the Public Service has a much greater importance now than it had in 1868-69, and yearly draws off a number of pupils from the Government High Schools. In 1868-69 this certificate was given without any formality by the Inspector at his annual examination ; and the standard for which it was given was the old 3rd standard, or the first standard of the old High School course. The certificate is now given for a special examination before a Committee, and the standard is the 5th Anglo-Vernacular standard or the 2nd standard of the present High School course. In 1877-78 no less than 828 boys appeared at this special examination and 232 passed. A large number of these boys came from the Government High Schools, and, content with passing the examination, gave up all thought of studying for the Matriculation.

6. On the same page 30 of the Annual Report, allusion is made to some remarks of Sir A. Grant in 1865-66; and it is stated that the 8* Government High Schools, which in 1865-66 matriculated† 70 boys, passed only 93 (should be 97) in 1877-78. But to make the comparison of any use, the number of competing schools should have been stated for each year. In 1865-66 there were about 6 unaided and weak schools, besides the 9 Government schools, while in 1877-78 no less than 56 schools were represented at the Matriculation; and it is hardly reasonable to expect the 9 Government schools, which had a practical monopoly in 1865-66 and for some years after, to show an enormous increase against nearly 50 competing schools in 1877-78.

*Should be nine, including Kurrachee.

†Sir Alexander doubtless expected his 9 schools to show a large increase in average attendance. But the establishment of new schools has prevented this, the average attendance of these 9 schools being 1,576 in 1865-66, and 1,649 in 1877-78.

7. I submit that I have shown by these facts that the statements in the report require considerable qualification; but at the same time I should be the first to admit that much can be done to improve the condition of the schools. The means for doing this are at hand, as in the correspondence ending with this office No. 6132, dated 5th ultimo, to the address of the Financial Secretary, I have shown that Provincial Funds have been receiving the benefit of increased fee receipts. If some allowance is made on this account, improvements may be effected in the High Schools, as well as in the primary schools, where additional funds are even more urgently required.

8. Passing on to the middle class schools noticed in para. 15 of the Resolution on the report, I have the honour to point out that a distinction has to be made between 1st and 2nd grade schools. "Complaints of the deficiencies in the English instruction" refer to the 2nd grade schools and not to the 1st grade schools. The 1st grade schools are the most satisfactory schools we have except the superior vernacular schools where no English is taught. The reason for this is the simplicity of the curriculum prescribed for the 1st grade schools, as the difficulties in languages begin with the higher standards of the High School course. Reference to the Annual Report will show that the Inspectors in 1877-78 reported favourably of most of the 1st grade schools; and the great difficulty with regard to these schools is to prevent the local authorities going too fast, and seeking to raise the standard of instruction prematurely. With regard to the 2nd grade schools, which are vernacular schools with English classes attached, the case is different. In such schools there is a conflict between the vernacular and English, and this difficulty has been noticed in almost every Annual Report since 1866. Since that year the Department has been endeavouring to hold the balance fairly between English and the vernacular; but complaints have come and will come from two sides: (1) from the Inspectors, who complain of the difficulty of getting efficient English teaching without harm to the vernacular classes, and (2) from the people and sometimes from the Revenue Officers, who state that owing to our restrictions in favour of the vernacular, English is not taught as widely as it should be. As to the falling off in attendance during the last two years, two of the 1st grade schools have been raised to the rank of High Schools; and 7 1st grade and 6 2nd grade schools have been closed, as contributions on which the schools depended were withdrawn because of the famine or because of the reduced state of municipal funds.

9. With regard to the falling‡ off in the number of schools of all grades, I have the

	Number of Schools.	Number of Scholars.
‡ The actual decrease in the last two years has been:-		
Government	106	1,910
Aided	55	3,052
Total, Decrease	161	4,962
Deduct—increase in inspected schools	100	2,390
Net decrease ...	61	2,572

	Number of Schools.	Number of Scholars.
The decrease is divided between the Divisions as under:-		
Central Division ...	97	8,232
North-East do	43	2,146
Southern do		3,100
Sind do.	37	1,129
Total, Decrease	177	14,607
Deduct increase as under:—		
Schools Scholars.		
Northern Division 105 12,035		
Southern Division 11		
	116	12,035
Net loss	61	2,572

Considering the high prices which have ruled for the last two years and also our short receipts from Local Funds, it is remarkable that a much larger decrease has not been shown

The true criticisms on the two years appear to be: (1) that the people in the Marátha and Kánarese districts must be better off than is generally supposed, to be able to go through two years of distress without a larger reduction in school attendance; (2) that education has not yet penetrated to the masses, or a much larger reduction must have been shown; (3) that the Revenue and Political Authorities in Gujarát, and especially the Inspector and the Acting Inspector and their subordinates, deserve great credit for the results shown in the Northern Division which have saved the Presidency from a larger decrease than 61 schools with 2,572 pupils.

If Government is dissatisfied with these results, then I fear that I am myself somewhat to blame, as the decrease shown would not have been so large but for the extra care with which the Inspectors at my request looked to the accuracy of the returns and registers from schools in the famine districts.

honour to append a statement (marked (*a*)) which shows the increase or decrease of schools and scholars, and the cost to Government and Local Funds for each year from 1865-66. From this statement it will be seen that the opening of new schools has been checked since the year 1872-73. The reason for this is that the Department is now spending up to its full income, and that additional funds are required if our operations are to be extended. It will also be seen from the statement that the expenditure from Provincial Funds has increased during the last 4 years, while in the same period the expenditure from Local Funds has fallen off or remained stationary. The reasons for this are: (1) the increased* expenditure from Provincial Funds under Lord Canning's minute and the grant-in-aid rules; (2) the loss to local funds from 1873-74 of the cess on excise, and the addition to Provincial Funds of the compensatory grant obtained from the Government of India in lieu of the excise cess; (3) the removal from our books of certain State † Funds, amounting to Rs. 82,240 in 1872-73, but not taken into account in subsequent Local Fund statements; (4) the fact that the cess is now in full operation, so that no increase is now shown as in the first years after its imposition.

* See Statement (*b*) appended.

† The schools and scholars have since been shown as 'inspected' and not as 'Government.'

10. Deducting the additional grant obtained from the Government of India in lieu of excise, and deducting the increased expenditure on account of grants-in-aid, ‡ I find that the net cost to Imperial or Provincial Funds for education (including the University and Grant Medical College, &c.) is as shown in the last column of the third statement appended (marked (*c*)). From this column it appears that the cost of maintaining Government institutions was as under, at intervals of four years:—

‡ Many heavy claims of old date have been recently settled.

Year.	Number of Government Schools.	Number of Scholars in Government Schools.	Net cost of Government Institutions to Imperial or Provincial Funds
			Rs.
1865-66	1,329	94,002	8,78,946
1869-70	2,494	152,845	9,13,098
1873-74	3,480	192,501	9,46,163
1877-78	3,588	206,226	9,51,408

11. These figures show, I submit, that the Government grant has been economically administered, and I trust that additional help may be available from Provincial Funds at no distant date. Meantime if the more § backward parts of the Presidency are to be brought up to the general level, I respectfully submit that increased local aid should be given. In the first place, the educational share of the cess should be fixed in Sind and the Panch Mahâls as in the rest of the Presidency; and in the second place, the municipalities should be induced to bear the charges of vernacular schools within their limits, and so set free the cess funds at present expended in the towns. At present there are but two || municipalities that fulfil their duties or give any promise of fulfilling their duties in this respect. In my next report I hope to show the present cost of all schools within municipal limits, and it will be advisable to give fair warning to each municipality that the schools will gradually be closed if sufficient contributions are not forthcoming.

§ Some of the Native States have already passed the more backward of the Government districts.

|| Sukkur in Sind has taken over all its vernacular schools, and the Bombay Municipality has this year granted Rs. 17,000 for vernacular schools and will, it is hoped, increase the grant hereafter.

I have the honour to be, &c.,

(Signed) K. M. CHATFIELD,

Director of Public Instruction.

STATEMENT (*a*).

Year.	Increase or Decrease of Schools.	Number of Scholars at end of year.	Cost to Imperial or Provincial Funds.	Cost to Local Funds.	Total Cost.
			Rs.	Rs.	Rs.
1865-66	229	100,215	9,32,184	5,94,903	15,27,387
1866-67	357	117,547	9,45,340	6,56,323	16,01,663
1867-68	341	137,937	9,35,444	8,02,907	17,38,351
1868-69	361	157,962	9,41,280	9,09,477	18,50,757
1869-70	267	168,516	9,70,277	9,17,313	18,87,590
1870-71	313	177,983	10,36,412	11,42,743	21,79,155
1871-72	640	198,870	9,95,230	12,26,827	22,21,557
1872-73	412	218,466	10,34,242	13,27,755	23,61,997
1873-74	65	228,561	10,34,410	13,16,990	23,51,400
1874-75	181	238,686	11,42,703	11,96,063	23,38,766
1875-76	144	250,712	11,61,326	12,60,219	24,21,545
1876-77	—14	249,441	11,12,843	12,37,153	23,49,996
1877-78	—47	248,140	11,43,925	12,38,698	23,82,623

Statement (*b*).

Year.	Grants-in-Aid.					
	Budget Grants.			Expenditure.		
	Buildings.	Results Grants.	Total.	Buildings and Endowments.	Results Grants.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1865-66 ...	50,000	75,000	1,25,000	50,862	2,376	53,238
1866-67 ...	75,000	75,000	1,50,000	36,426	20,293	56,719
1867-68 ...		75,000	75,000	60,192	28,697	88,889
1868-69 ...	50,000	75,000	1,25,000	23,813	28,085	51,898
1869-70	50,000	75,000	1,25,000	15,154	42,025	57,179
1870-71 ...	50,000	75,000	1,25,000	*51,870	60,830	1,12,700
1871-72	50,000	70,000	1,20,000	35,427	53,743	89,170
1872-73 ...	41,000	70,000	1,11,000	25,479	64,416	89,895
1873-74 ...	45,000	70,000	1,15,000	17,310	70,937	88,247
1874-75 ..	63,500	70,000	1,33,500	28,896	78,127	1,07,023
1875-76 ...	84,437	70,000	1,54,437	1,06,563	70,792	1,77,355
1876-77 ..	86,000	70,000	1,56,000	48,635	77,676	1,26,311
1877-78	55,000	70,000	1,25,000	78,801	70,340	1,49,141

* Exclusive of Rs. 61,308 given as grant-in-aid of St. Xavier's College building from Public Works Budget.

Statement (*c*).

Year.	Cost to Imperial or Provincial Services.	Deduct increased Grant from Imperial to Provincial Funds in compensation for loss of Cess on Excise Revenue.	Net Cost to Imperial or Provincial Services.	Deduct Total of Grants-in-aid, as shown in Statement (*b*).	Net Cost of Government Schools to Imperial or Provincial Services.
	Rs.	Rs.	Rs.	Rs.	Rs.
1865-66	9,32,184	...	...	53,238	8,78,946
1866-67	9,45,340	...	.	56,719	8,88,621
1867-68	9,35,444	.	...	88,889	8,46,555
1868-69	9,41,280	...	...	51,898	8,89,382
1869-70	9,70,277	...	...	57,179	9,13,098
1870-71 ..	10,36,412	..	...	1,12,700	9,23,712
1871-72	9,95,230	...	...	89,170	9,06,060
1872-73	10,34,242	...	...	89,895	9,44,347
1873-74	10,34,410	. .	...	88,247	9,46,163
1874-75	11,42,703	58,093	10,84,610	1,07,023	9,77,587
1875-76	11,61,326	43,376	11,17,950	1,77,355	9,40,595
1876-77	11,12,843	43,376	10,69,467	1,26,311	9,43,156
1877-78	11,43,925	43,376	11,00,549	1,49,141	9,51,408

N. B.—In 1872-73 Provincial Funds had a windfall of nearly half a lakh not shown in the Educational Accounts (an old balance of the Deccan College Fund); and the sum of Rs. 5,000 on account of interest on the School of Art Endowment was not shown for years previous to 1877-78. Taking these items into account, the net expenditure in the years 1872-73 to 1876-77 could be further reduced.

No. 516.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 22nd April 1879.

Letter from the Director of Public Instruction, No. 176, dated 14th April 1879—Submitting some observations with regard to the annual report noticed in Government Resolution No. 1461, dated 4th December 1878.

RESOLUTION.—The Director should be informed that the corrections he has pointed out have been noted, and that his remarks appear to be just. Government will be glad to consider any definite proposals for increasing or economizing the fund appropriable to Vernacular Education.

(Signed) J. B. PEILE,
Acting Chief Secretary to Government.

To
The Director of Public Instruction,
The General Department of the Secretariat,
The Financial Department of the Secretariat.

APPENDIX B.

Resolution of Government offering, under certain conditions, all the higher appointments in the Revenue Department to graduates in Arts.

Appointments.

No. 6505.

REVENUE DEPARTMENT.

Bombay Castle, 17th December 1878.

Letter from the Commissioner, C. D., No. R.-3707, dated 30th October 1878—Submitting, as desired by His Excellency the Governor, a memorandum drawn up by himself, the Commissioner, N. D., and the Commissioner of Survey, on the subject of the appointment of graduates of the Bombay University to the higher posts in the Revenue Department.

RESOLUTION.—With the view of encouraging high education, of securing to those who take University Degrees such reward as may lie within the power of Government, of obtaining for the executive branch the services of well educated men, the Governor in Council is pleased to sanction the following rules for the admission of University men to higher appointments in the revenue branch of the public service, and to direct their publication in the *Bombay Government Gazette* for general information :—

1. Any graduate of the University of Bombay who wishes to enter the higher and reserved branch of the Revenue Department of the public service, must serve a probation of not less than one year as 2nd kárkún under a Mámlatdár, such appointments being reserved in future, except as hereafter provided, for graduates. At the end of this period, the probationer, if he is reported as having mastered the details of account work, &c., will be required to pass a special examination to be held in Bombay by selected examiners, who shall be, as far as possible, permanent. The examination shall be of a thoroughly practical nature so as to test the candidate's knowledge of Village, District and Huzúr Accounts, of the laws he will have to administer, of the principles of survey assessment, of Departmental rules, and generally of every subject a knowledge of which is required by a Mámlatdár. On his passing this examination, he will be deemed qualified to hold the appointment of Sub-Magistrate and Head Kárkún under a Mámlatdár, and will moreover be held entitled, provided his conduct has been satisfactory, to the first vacancy that occurs as Head Kárkún. A list of persons so qualified shall be kept by each Collector, and appointments to the grade of Head Kárkún will be regulated by order in the list.

2. When any University graduate has served in the capacity of Sub-Magistrate and Head Kárkún for 6 months, he will be allowed to appear for the Departmental Examination according to the Higher Standard, and on his passing this examination, he will be held qualified, if his moral conduct has been good and he has otherwise shown himself competent, for the rank of Mámlatdár, and will be entitled to a mámlat when a vacancy occurs. The order for conferring such places shall be regulated by the order of merit when passing the Departmental Examination according to the Higher Standard, the names of the successful candidates being entered after such examination by the Collectors of the districts from which

the candidates went up for examination. Promotion from one grade to another of a Mámlatdár's appointment will be regulated by seniority. After serving in all the different grades of that office, a graduate will be entitled to the lowest grade of Deputy Collector's appointment when any such falls vacant.

For the examinations prescribed above, a higher standard will be fixed and maintained; and great care will be taken to prevent irregular proceedings during the examination.

3. In order to prevent hardship to those persons who may have entered the service of Government before the issue and enforcement of these rules, any officer who was in the Revenue Department prior to 1st January 1879, shall be held equally eligible with a graduate for the position of Head Kárkún, Mámlatdár and Deputy Collector on his passing the above-mentioned Departmental Examinations in English within two years from the date of these rules coming into force, and shall be entitled to have his name recorded according to order of merit in the lists of graduates qualified to hold appointments in the grades of Head Kárkún, Mámlatdár and Deputy Collector respectively, provided that no such candidate is allowed to appear before the Examination Committee, unless he has obtained the permission of the Collector to do so, and that no such permission is granted, unless the Collector is satisfied as to the thorough fitness of the candidate.

4. If any probationer, admitted under Rule I., fails to acquire within a reasonable time a knowledge of his duties, or fails during 18 months of probation to pass the lower standard Departmental Examination, he shall be removed from his probationary appointment.

5. These rules shall come into force from the 1st January 1879.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
All Collectors, including the Extra First Assistant Collector in charge Panch Maháls,
The Accountant General,
The Survey and Settlement Commissioner, N. D.,
The Survey and Settlement Commissioner, S. D.,
The Director of Public Instruction,
The Educational Department of the Secretariat.

Appointments.

No. 3507.

REVENUE DEPARTMENT.

Bombay Castle, 4th July 1879.

Petition from Mr. Govind Sitaram Tamhane, clerk in the office of the Collector of Sátára, dated 7th February 1879—Praying that the limit of two years prescribed by Government Resolution No. 6505, dated 17th December 1878, within which non-graduates serving in the Revenue Department are to qualify themselves to become eligible along with graduates for the higher appointments in that Department be extended to ten years, and that rules prescribing the dates of the examinations required to be passed, be published at an early date.

Memorandum from the Collector of Sátára No. R C.-888, dated 18th February 1879—Forwarding the above with his remarks.

Memorandum from the Commissioner, C. D., No. R-576, dated 3rd March 1879—Forwarding the above with a remark that he thinks that to suit the convenience of non-graduates there should be half yearly examinations, the first to take place in June or July next, and that he also considers it would be held by all now in Government employ to be a most gracious concession if the term within which the examinations must be passed were extended to four or five years.

Letter from the Acting Commissioner, S. D., No. 694, dated 9th April 1879—Stating, after consulting the Collectors of his Division, that he fully concurs with the Commissioner, C. D., as to the desirability of holding half yearly examinations and extending the time within which the non-graduates should pass them to four or five years.

Letter from the Acting Commissioner, N. D., No. 1232, dated 30th April 1879—Stating that he thinks that any one now in the service who wishes to enter the reserved Revenue branch should, on passing the lower standard examination, be held qualified for the post of head kárkún only and should then rank along with graduates according to the date of passing the Departmental Examination, and that he should not be qualified for the post of Mámlatdár until he has served as head kárkún; proposing therefore certain rules; observing that were restrictions, such as are suggested in the proposed rules, imposed, it seems to him the period of two years now fixed within which the Departmental Examination must be passed by non-

graduates might be extended to five years, and on its expiration, if thought desirable, extended for a further period of five years, or the restriction might be entirely removed; suggesting that graduates and non-graduates be permitted to appear at the Departmental Examinations held usually in April and October at Bombay; and enquiring whether when no graduate or passed non-graduate is eligible for appointment as Head kárkún or Mámlatdár, such appointments should be filled up as hitherto by selection by the Collector or Commissioner.

Letter from the Acting Commissioner, N. D, No 1449, dated 22nd May 1879.
Letter from the Commissioner, C D., No. R-1633, dated 13th June 1879.

RESOLUTION.—The rules laid down in Government Resolution No. 6505 of December 17th, 1878, cannot be modified.

2. Mr. Erskine has correctly understood the rule applicable to non-graduates serving in the Revenue Department prior to January 1st, 1879. When such non-graduates pass the lower Departmental Examination they become eligible for the appointment of head kárkún. They must serve as head kárkún for 6 months before they go up for the higher Departmental Examination, on passing which they become eligible for the office of Mámlatdár.

3. The Examinations prescribed in Resolution No. 6505 will be the ordinary Departmental Examinations of Junior Civilians and others held half yearly. The subjects will be the same, but an additional District Revenue Officer of experience will be added to the Examiners, special papers may be set, and there should be a thorough *vivâ voce* examination in all the subjects

4. Special notice should be given as early as possible to the Central Committee when any candidate under Resolution No. 6506 proposes to offer himself for either of the examinations.

J. B. PEILE,
Acting Chief Secretary to Government.

To
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
All Collectors, including the Extra First Assistant Collector in charge Panch Mahâls,
The Secretary to the Central Committee for Departmental Examinations,
The Accountant General,
The Survey and Settlement Commissioner, N. D.,
The Survey and Settlement Commissioner, S. D.,
The Director of Public Instruction,
The Judicial Department of the Secretariat,
The Educational Department of the Secretariat.

APPENDIX C.

Changes in the teaching staff of the Grant Medical College (Extract from Annual Report of the Principal, Dr. Cook.)

"On the 3rd of March I proceeded to England on 10 months' sick leave, and returning to duty resumed charge on the 2nd of January 1879. The duties of the Principal and Professor of Medicine and Hygiene were conducted by Dr. Hojel in addition to his own as Professor of Physiology, until the arrival from England on the 4th of April of Dr. Carter, who had been appointed by Government to act for me.

"Surgeon A. H. Hughes, Professor of Midwifery and Diseases of Women and Children, proceeded to England on the 22nd of April on 15 months' leave on medical certificate, and Dr. De Tatham acted for him until the 20th of December. His services, however, having been placed at the disposal of His Excellency the Commander-in-Chief in the Military Department, Dr. J. Arnott, who was then Professor of Pathology, was appointed as Acting Professor of Midwifery. The Pathology chair thus temporarily vacated by Dr. J. Arnott, has been filled by Surgeon W. K. Hatch.

Dr. Macnachie, Professor of Ophthalmic Medicine and Surgery and Comparative Anatomy, has availed himself of the 13 months' furlough granted to him, and Surgeon Bainbridge acts for him from 13th of May 1878."

APPENDIX D.

Government Resolutions regarding the formation of a Training School for Native Foresters, and about Agricultural Education in the Bombay Presidency.

REVENUE DEPARTMENT.

Bombay Castle, 8th October 1878.

No. 5155 A.—The following Resolution by the Government of Bombay as amended by their subsequent Resolution No. 5155, dated 8th October 1878, is published for general information :—

No. 4843.

EXTRACT from the Proceedings of the Government of Bombay in the Revenue Department, dated 21st September 1878.

READ the following papers :—

Letter from the Conservator of Forests, N.D., to the Chief Secretary to Government, No. 3045, dated 4th September 1878.

As required by paragraph 2 of Government Resolution No. 4337 of the 26th August 1878, in the Revenue Department, I have the honour to report the arrangements made for the formation of a Training School for Native Foresters and Forest Rangers.

2. Colonel Waddington, Director of Public Instruction, Dr. Cooke, Principal of the Civil Engineering College, and I, met and considered the matter over, and we came to the following decisions :—

First.—That instead of the Conservator selecting young natives from the Government Schools and Colleges for his Department, and sending them to the Forest School to be trained, public competition should do this work, matriculated students of the University of Bombay or of some other recognized University being alone admissible. This decision we arrived at on the following grounds :—

(*a*)—Because it would be impossible for the College Professors to convey scientific instruction to students, unless the students were sufficiently well versed in English to enable them to follow the lecturers ;

(*b*)—Because it is necessary that the students before joining the College should be educated up to a certain standard so as to be able to at once take their place in the class and lecture rooms with the other students, not prospective foresters, undergoing the course of College instruction in such subjects as the forest students are required to qualify in ;

(*c*)—Because no difficulty is anticipated, as experience would seem to show, in procuring a sufficient number of matriculated students to form a class. The advantage of native forest officials who have to perform executive duties possessing a good knowledge of English, cannot be exaggerated when it is remembered that many scientific works relating to forests, to botany, and the allied sciences, are published in English, while none appear in the vernaculars.

Should there be any difficulty under the above arrangement in obtaining students with Kánarese or Sindhi as their vernacular for service in the Southern and Sind Divisions, then the local Conservators can select matriculated students, and send them from Kânara and Sind to join the class at Poona ; but it is believed that no such difficulty will arise.

Second.—That the limits of age for forest students be fixed at 16 and 22. The Matriculation Examination is held in Bombay in November, and the Forest Class should, therefore, be formed in each year after the completion of that examination.

Third.—That no student be admitted to the Forest Class unless he produce from a Government Surgeon in the Civil Department the prescribed certificate of physical and constitutional fitness for the public service, and of being protected against small-pox.

Fourth.—That an entrance examination be held by the Principal of the College in the following subjects :—

(*a*).—English Composition ; handwriting being taken into account.

(*b*).—Elementary mathematics.

(*c*).—Vernacular (Maráthi, Gujaráti, Kánarese) to test ability to conduct correspondence ; handwriting being taken into account.

All candidates (matriculated) for the Forest Class will be required to pass this examination, and their order of merit in so doing will determine—

(*a*).—Whether they are to be allowed into the class ;

(*b*).—The scholarships or stipends, if any, that are to be awarded to them.

Fifth.—The Forest Department will provide the following scholarships or stipends :—

First year of Course.

2 on Rs. 8 each	...	...	...	...Rs.	16
4 „ 7 „	...	...	...	.. „	28
				Rs.	44

Second year of Course.

2 on Rs. 9 each	...	...	...	...Rs. 18
4 „ 8 „	...	...	...	... „ 32
				Rs. 50

Provision will be made and sanction obtained annually in the Forest Budget for the payment of these scholarship or stipends.

Sixth.—The first six candidates who pass the entrance examination, will, in their order of merit, receive the above stipends, and of the remaining passed candidates a sufficient number will be selected in order of merit to form a class.

The Educational Authorities assure me that there will be no difficulty in obtaining a class on these terms.

Seventh.—The course will extend over two years—at the end of the first year the class will be examined, and the order of merit obtained will determine the distribution of the stipends or scholarships in the second year. Students who fail to pass this examination will not be permitted to continue in the class.

Eighth.—Instruction will comprise—

1. Mathematics.
2. Mineralogy.
3. Geology.
4. Surveying.
5. Levelling.
6. Plotting.
7. Plan-drawing.
8. Chemistry.
9. Botany, both Systematical and Physiological.
10. Forestry.
11. Forest Law.

The Forest Class should attend the present lectures of the College in so far as they relate to any of the above subjects.

Dr. Cooke, who holds an University Degree in Law, can give sufficient elementary legal instruction to enable the students to understand the Forest Act, Penal Code, Cattle Trespass Act, and Criminal Procedure Code, with special reference to forest offences.

The Professor of Chemistry and Geology in the College, Mr. S. Cooke, who will return from leave in December, is competent to teach botany, being now under instruction in England. The Forest Classes could be taken by him periodically to the Botanical Gardens, Ganesh Khind, where the Superintendent, a thoroughly practical officer, would be able to give valuable assistance in practical botany.

The Conservator of Forests and the District Forest Officer of Poona, with the assistance of his Rangers, could give the necessary instruction in practical forestry. The students would be taken during the rains to visit and assist at planting operations in the vicinity of Poona, while during the months of October, November, and December of each year they should be taken into the teak and mixed forests in the neighbourhood, where the work of felling trees, of lopping, stacking, and preparing wood for sale is going on, and be thoroughly instructed in these duties, and also be taught the names of trees and the properties possessed by them.

An allowance would have to be made by the Forest Department, say, at the rate of Rs. 10 per head, per month, to the students while under instruction in the forests. The Conservator should be authorized to provide this expenditure in his budget estimate.

Ninth.—The Principal of the Engineering College, Dr. Cooke, is of opinion that a general instructor, who could take the lower classes and teach elementary chemistry and physics, surveying, plotting, and plan-drawing, &c., would be more useful than one who could teach botany only, so as to relieve the Principal and the Professor now belonging to the College, who himself is competent to teach botany, of some of their present duties, and set them free to undertake the instruction of the Forest Class in special subjects. The pay of such an instructor would be about Rs. 120 rising to Rs. 180 after three years' service. Both Colonel Waddington and Dr. Cooke are, I believe, of opinion, and wish me to suggest in this report that sanction be accorded to the appointment of an additional teacher on the above terms, whose cost will be debited to the general budget of the Educational Department in accordance with existing procedure in these matters.

The Engineering College trains and supplies a very large number of officers and subordinates to the Public Works Department yearly: no portion of the cost of the salaries, &c., of the staff of instructors employed in the College is, however, charged against the Public Works Department, but the whole cost is debited against 'Public Instruction.'

As the forest budget is Imperial, there may be some difficulty in obtaining sanction to an appointment of the above kind attached to the College, if it were proposed to debit the cost to 'Forests.' On the other hand, the budget of the Education Depart-

ment being Provincial, the sanction of the appointment would rest with His Excellency the Governor, and no difficulty therefore offers.

Tenth.—Dr. Cooke regularly takes his senior class on a geological tour every year; it would be highly advantageous if the forest senior class could accompany the Engineering students on the trip. For this purpose a certain annual allowance would be necessary to defray railway-fare, cart-hire, carriage of tents, &c. The tour generally lasts a fortnight, and Rs. 25 per head to a class of 10 might be sanctioned.

The Conservator of Forests should be authorized to provide Rs. 250 in his budget estimates on the account.

Eleventh.—Upon passing the final examination after the two years' course of instruction, some appointments in the Forest Department should be given to the passed men in their order of merit—

To the first man.—An appointment of Forest Ranger on Rs. 50, with the prescribed allowances.

To the second man.—An appointment of Forester, First Grade, on Rs. 40, with the prescribed allowances.

To the third and fourth men.—Appointments of Forester, Second Grade, on Rs. 30, with the prescribed allowances.

To the fifth and sixth men.—Appointments of Forester, Third Grade, on Rs. 20, with the prescribed allowances.

Other vacancies that may be existing in the Forest Department in the rank 'Forester' on salaries of Rs. 20 and 15, will be given to the passed students in their order of merit, who fail to come within the first six, but appointments will not be guaranteed to more than six; the others must take their chance of finding employment.

Considering that the forest question is now attracting much attention in India, and that there is absolutely no existing source for the supply of properly educated Native Foresters, it is highly probable that the passed students who cannot be provided for in the Government service will experience no difficulty in obtaining employment in Native States, with Inámdárs, &c., some of whom have already commenced to ask the Forest Department for assistance.

It seems necessary at the outset, at least, to guarantee some appointments, and among them one or two good ones, to the successful forest students. The Public Works Department guarantees annually not only a certain number of valuable appointments in their own Subordinate Establishment to the Civil Engineering students who graduate in the College, but also an Assistant Engineer's appointment on Rs. 250 to the one who passes first in the L. C. E. Examination held in Bombay.

3. Dr. Cooke makes a proposal which I consider to be a good one and worthy of the consideration of Government, and which should be reported here, viz., that one appointment of Sub-Assistant Conservator on Rs. 150 should be given annually, if possible, to a graduate who passes the L. C. E. Degree, provided he has taken up with his other subjects botany and forestry as a special subject.

The L. C. E. course embraces every instruction that a Forest Officer requires, save only botany and forestry. Drawing, both free-hand and engineering, surveying and levelling, mathematics, geology, minerology, chemistry, quantitative analysis, heat, electricity, magnetism, meteorology, &c., are all portions of the course in which the L. C. E. is examined by the University Examiners. At the Degree Examination each student is permitted to choose one subject as a subject to which he has devoted his special attention, in addition to the long list of compulsory subjects.

The voluntary subjects now are—*vide* University Calendar for 1878-79, page 77—

(*a.*)—Analytical Geometry of two Dimensions and Differential and Integral Calculus.

(*b.*)—Optics and Astronomy.

(*c.*)—Mining and Metallurgy.

(*d.*)—Architecture.

(*e.*)—Mechanical Engineering.

(*f.*)—Quantitative Analysis and Meteorology.

What could be more simple than to add another head (*g*) Botany and Forestry? And then the curriculum would be complete.

4. In conclusion, I would solicit the early approval and sanction of Government to the arrangements now reported, so that a prospectus may be issued, and the Forest Student Class launched in the Civil Engineering College at the end of November, as soon as the University Examinations have been determined.

P.S.—An entrance examination is required to be held—*vide* Rule 'Fourth,'—in order to determine which of the candidates are to be selected for the Forest Class, and which of the selected men are to get the 6 scholarships. For instance, say, the Forest Class holds 15, and 20 candidates who have all matriculated appear; 15 of the 20 have to be selected for the class, and then 6 of the 15 for the scholarships. If they all matriculated in one year it would be easy to do this by their order in the matriculation examination, but it is expected that among the candidates will be found men who have matriculated in different years.

Letter from the Director of Public Instruction to the Conservator of Forests, N. D., No. 2412, dated 6th September 1878.

I have the honour to return the report received with your memorandum No. 3045, dated 4th instant, and to intimate my concurrence in the proposals and recommendations contained in it.

2. As regards the proposal contained in your 9th paragraph, that a general instructor should be appointed and paid from the Educational Budget, I have to suggest that I may be authorized to make the necessary provision in my budget for 1879-80, and that special sanction be accorded to the expenditure that will be incurred on this account in 1878-79.

3. I shall be obliged by your forwarding a copy of this letter with your report.

RESOLUTION.—The proposals made in these letters are approved, and the thanks of Government should be conveyed to the Committee."

By Order of His Excellency the Honourable the Governor in Council,

E. W. RAVENSCROFT,

Chief Secretary to Government.

No. 1501.

Extract from the proceedings of Government in the Educational Department, dated December 1878.

COMMENCEMENT OF AGRICULTURAL EDUCATION IN THE BOMBAY PRESIDENCY.

Minute by the Governor of Bombay, dated 29th October 1879.

1. The need of agricultural science in this country, the backwardness of the people in the superior methods of culture, the slow deterioration of the soil in many places from exhaustive processes, the want of restorative means and appliances, the probability that by improved husbandry the yield of the soil could be augmented,—are considerations so manifestly important that no apology is needed, when I ask my Honourable Colleagues to join me in pressing them upon the attention of all concerned. Nor need I at all dilate upon them, as they are so well known to, and so fully appreciated by, my Honourable Colleagues.

2. Referring to paragraph 5 of Minute of the 8th September, regarding the formation of a class at Poona for training natives in scientific agriculture,—in which my Honourable Colleagues concurred,—I have now to mention that Mr. W. R. Robertson (Superintendent of the Agricultural Institute at Sydápet near Madras) has arrived at Poona and conferred with me and with Dr. Cooke, Principal of the Civil Engineering College at Poona—on the whole subject of education in scientific agriculture. I have accordingly to state for the consideration of my Honourable Colleagues the conclusions to which we have come provisionally.

3. Despite the superior local advantages, respecting the productiveness of agriculture and the enterprising character of the people, which Gujarát possesses as compared with the Deccan, I find that Poona is clearly the best place for the establishment of an Agricultural College. I bear in mind that the people of Ahmedabad are anxious that such a College should be established at that city. We do not, however, at present possess the means in Gujarát, whereas we do possess them in Poona. Hereafter if the development of agricultural education shall enable us to establish a College in Gujarát, that will be well: meanwhile we must be content with making a commencement at Poona where the necessary facilities exist. At Poona alone have we at hand the scientific appliances and the teaching power for high education in agriculture. As already proposed in my Minute of the 8th September, the Civil Engineering College at Poona (which is fast developing into a College of Science) can make scientific agriculture one of its branches. The Committee, which my Honourable Colleagues concurred with me in appointing, have submitted their proposals, which will be found worthy of our approval, whereby only matriculated students will be admitted to the agricultural class. This class, then, will be strictly a College class, and its under-graduates will be qualifying themselves for the degrees which, we hope, the Bombay University will confer in scientific agriculture. In that case the University would fix the standard of examination,

At this College will be preserved the high standard of agricultural education which students from the interior of the country may be expected to reach. Here will be placed the centre and the head of the system. From here will emanate the supervision which will be needed for whatever agricultural schools may be established in the various districts. The annual cost of the arrangement is estimated by the Committee at Rs. 6,000.

4. I may add that at Poona veterinary instruction of the best kind can be afforded —indeed an excellent school of this kind already exists in the Cantonment.

5. In connection with the College at Poona, I propose (if my Honourable Colleagues shall concur) to establish agricultural classes in some of the high schools in the several districts of the Presidency. This method will be comparatively cheap and easy : can be almost immediately carried out, and can be adapted to a very small number of students at the outset ; whereas the setting up of separate agricultural schools would be costly and difficult, would be beyond our means at present, and would be unsuitable if at the outset only a few students were to come forward. At a high school the students are taught English and the vernacular, also the ordinary kinds of elementary knowledge. Those among them who might be willing to attend an agricultural class could do so. Mr. Robertson thinks that one hour a day for in-door agricultural instruction and one hour extra out of doors every other day would suffice. To that extent the students would have to be excused some of the ordinary subject of study, the English and vernacular studies only being obligatory. After a two years' course they might, in the opinion of Mr. Robertson and Dr. Cooke, receive "school certificates" of proficiency in agriculture on passing a moderate examination, which would be conducted by the Poona College. Such a certificate would *per se* be of use to a young man even if he went no further, but more particularly it would admit him to the agricultural class of the Poona College.

6. It will be remembered that to this class matriculated students will also be admitted and will be eligible for a University degree in agriculture. A certificated student of an agricultural school, as above described, will be admitted to the College class, indeed, but will not be eligible for a degree unless he passes the Matriculation Examination also. If he does not become eligible for a degree, he may, after a two years' course in the College, obtain a College certificate, which will have some considerable value; but will never be so valuable as a degree. It would be better, of course, that after having obtained his school certificate in agriculture, he should also pass the Matriculation Examination. But he may not be able to do so, and in that case he should not be debarred from the College instruction even though he may not be eligible for a degree.

7. The course for a degree will probably be determined by the University at three years. But Mr. Robertson and Dr. Cooke think that for a College certificate, as above described a two years' course will suffice, as the students must necessarily have undergone a two years' agricultural course at school.

8. The College then would have two sets of students—first, under-graduates going through a three years' course for a degree ; second, students having school certificates and going through a two years' course for a College certificate. Young men belonging to either set will be most useful persons to the country in various capacities, official and non-official.

9. Dr. Cooke desires to open this class from the commencement of next session, that is in November. No time, therefore, should be lost in sending round the requisite notices to the several high schools to inform intending students. The curriculum has been already proposed by the Committee above alluded to. The chemical course would be partly devoted to agricultural chemistry ; the botanical course to agricultural botany ; the geologic course to surface geology. For the agricultural course Dr. Cooke agrees with me in thinking that we may await the appearance of Mr. Robertson's text-book of agriculture to be issued very soon, which is based on the best English text-books with special reference to the experience gained during several years in Southern India.

10. I revert to the organization of the agricultural classes in the high schools. It would be very desirable to open at least six such classes at various places ; three of which classes might be in Gujarát, where the system is more likely to be immediately popular than anywhere else ; one in Khándesh and the remainder in the Deccan. We know that many students in Gujarát are willing to come forward.

11. The first question is, whence are the teachers to be obtained ? Now, fortunately, for some time past many youths from the Bombay Presidency—chiefly Pársis—have been studying under Mr. Robertson at Sydápet, where they have nearly completed a three years' course. Mr. Robertson thinks that the best of them will, on completion of their course, be qualified to give elementary instruction in agriculture to school classes. For the six classes which we propose, then, six men would be required. After consulting Mr. Robertson, I propose, that we offer each of the six young men whom he may select a salary of sixty rupees per mensem. And this would constitute the sole charge of establishment for the classes. Here, then, we have our teachers at hand. In future the Poona College will produce teachers.

12. The next question is, what shall be the curriculum ? Here again, fortunately, Mr. Robertson has a little book almost quite ready, in English, on this very subject of elementary agriculture, called the agricultural class-book, based on the books published in

England and adapted for the use of Indian schools after an experience of several years in Southern India. This book comprises elementary instruction in—

I. *Soils.*—Origin, formation, distribution, tillage.

II. *Manure.*—Varieties, action, uses.

III. *Crops.*—Varieties, culture, uses.

IV. *Stock.*—Races, breeding, feeding, general management.

V. *Implements.*—Machines, tools, water-lifts.

As already seen these students must know English, therefore this book will suit them exactly. So much for the in-door curriculum.

13. There remains the matter of the out-door curriculum, which is of primary importance with respect to agriculture. It is in the field that the students must practise the principles of which they have read in the agricultural class-book. For this purpose Mr. Robertson thinks that at least six acres would be needed for each class; this area is a minimum; ten acres would be better; but as economy is essential, we must be content with a minimum to begin with. The six acres are made up thus—one acre would be wanted for ploughing deep and shallow; two acres for rotation of crops; one acre for exhibition of manure; one acre for irrigation; one acre for perennial crops as distinguished from annual crops. As near to the school as possible, then, six acres of land would have to be rented for at least ten years, in order to give the experiments fair play; though a twenty years' lease would be better. Irrigable land would be preferable: but as just seen it would not be absolutely necessary that more than one acre out of the six should be irrigated; therefore the six acres may be unirrigated land if irrigable land be not available in the locality. The rent of six acres of land then at, say, ten rupees an acre, or sixty rupees in all, would be an annual charge against the class; which is moderate. There would be some initial outlay which, after consulting Mr. Robertson, I find would be in this wise: one iron plough Rs. 25; one pair of bullocks 80 to Rs. 100; one cart Rs. 80; implements and tools Rs. 50: but for one field labourer, and shed for pair of bullocks, say Rs. 50; fencing Rs. 20—in all Rs. 325; to which add Rs. 100 for seeds, manure, and miscellaneous—total 425. The up-keep of the bullocks and the wages of the labourer would together amount to Rs. 30 per mensem, or Rs. 360 per annum. There would be annually recurring contingencies, but these would be defrayed from the produce of the six acres.

14. It would not be praticable at present in these school classes to afford out-door veterinary instruction—though the principles of it would be taught in the class-book.

15. The annual charges then of a High School agricultural class would be thus:—

Teacher (at Rs. 60 per month)	Rs.	720
Rent of six acres	„	60
Wages of one labourer and up-keep of one pair of bullocks	„	360
	Rs.	1,140

The initial outlay would be Rs. 425. These figures have been carefully verified by Mr. Robertson. For six such schools the annual outlay would be Rs. 6,840, and the initial outlay would be Rs. 2,550. These expenses seem moderate. If the whole of them cannot in these times of financial pressure be afforded, still a portion of them certainly can be afforded; that is, if six classes cannot be afforded, we may begin with four classes, and so on.

16. The annual expenses of an agricultural class at the Poona College is, as already seen, set down at Rs. 6,000. Thus the annual cost would be for—

Schools	Rs.	6,840
Colleges	„	6,000
	Rs.	12,840

and the initial outlay Rs. 2,550, say with extras Rs. 3,000. With these moderate sums a humble but sound system of agricultural education might be set on foot in this Presidency. A beginning might be thus made. If it should succeed, then the outlay might be augmented hereafter according as the demand might grow or as our financial means might increase.

17. If my Honourable Colleagues shall approve, the Director of Public Instruction might be requested to arrange to open the six High School classes from the commencement of the next official year, that is, in April 1879. It should be explained, however, that the teachers from the Sydápet Institution cannot join till June, as they will not have completed their course and obtained their certificates until that time. However, it will suffice for them to join by the 1st or even the 15th June, when the agricultural year begins.

18. The foregoing remarks apply to what may be termed superior instruction in agriculture in the upper schools in English. Our object should further be to scatter broadcast as it were the elements of such instruction among the middle schools in the vernacular. Now although six acres represent the minimum area on which superior instruction can be afforded,

Mr. Robertson thinks that some elementary instruction, which would be much better than nothing, could be afforded to a vernacular class even on one acre. If there were difficulty in exhibiting ploughing, still the rotation of crops, some of the methods of culture, and the use of artificial manure, could be exhibited even on this small space. One teacher, trained in the superior classes above described, might in some localities serve several schools, say three; then if his salary were, as before, Rs. 60, the charge to each school would be Rs. 20 or Rs. 240 per annum; to which would be added Rs. 10 for rent of one acre and some small initial outlay, say from 100 to Rs. 200. It is impossible to estimate exactly the cost, but it manifestly will be but small; and if these classes became at all popular, the village headmen and other peasant proprietors will be sure to render help in defraying the charges. If teachers shall be obtainable such classes would soon multiply, and men will be qualified (natives of this Presidency) at the Sydápet Institution by the middle of next year. In after years they will become qualified in our own superior classes. As regards the curriculum the agricultural class-book in English alluded to will be soon translated into the vernacular; or rather a Vernacular class-book of a similar scope will be prepared.

19. Besides the agricultural instruction given, together with experiments on the ground, some rudimentary instruction can be given in all primary schools by means of a primer of agriculture in the vernacular. Mr. Robertson will, as I learn, be good enough to assist in preparing such a primer suited to the circumstances of this country, and then we can soon have it translated into the vernacular. When the teaching of the primer shall be established in the primary schools, some arrangements might be made for having itinerant instructors going about and lecturing from school to school, showing some simple experiments, illustrating the things taught in the primer, and so on. Arrangement of this sort has, I believe, been adopted with success in some countries.

20. One effective method of diffusing a knowledge of agriculture among the land-holding classes is to ensure that our native Revenue officers and officials shall graduate in this science, the Mámlatdárs, the Mahálkaris, and those kárkúns who hope for promotion to the higher grades. We are already endeavouring to arrange that all these officials shall be graduates of the University. If a degree in agriculture shall be established by the University, then a preference might be given to that degree over other degrees for this particular class of appointments. Or else it might be ordered that all officers and officials in the Land Revenue Department must go through an agricultural course, the higher grades through the College course, the other grades through the school course, as above described. Further, as the system takes root, it will not be difficult to arrange that all headmen (Pátils) and village accountants (Kulkarnis), whose hereditary appointments require the confirmation of the authorities, shall pass some elementary examination in agriculture.

21. My Honourable Colleagues will doubtless agree with me in acknowledging our obligations to Mr. Robertson for the interesting information and valuable advice which he has afforded us, and to the Madras Government for so kindly lending us his services for a short time

RICHARD TEMPLE

Minute by the Honourable Mr. Gibbs on Agricultural Education, dated 1st November 1878

I entirely concur in the exhaustive Minute of His Excellency the President, and shall be very glad to find that funds can be provided to carry out all his suggestions.

It is quite time we instituted schools for this purpose. In Gujarát the want has been so much felt by the enterprising land-holders in Kaira that they have availed themselves of the institution at Sydápet in Madras; and from what was said at the conference held at Ganesh Khind about two months ago, it would appear that a desire very generally exists to improve the cultivation by rotation of crops, manuring, and other plans which can only be communicated by those trained in Europe: and although experience has taught the natives of this country to utilize many of the resources which nature has provided for them, still the spread of agricultural science will doubtless lead them to make greater use of those resources, as well as to find out others, which, although now existing, are unknown to them.

The measure is one which seems to me likely to increase the wealth of the people in a most substantial way; and though doubtless any very great strides in this direction are not to be expected at once, still we must remember that every student who leaves such a school may be looked on as a pioneer to instruct his fellow villagers and so render his own knowledge tenfold more valuable to the common weal.

Our thanks, as suggested by His Excellency, are due to His Grace the Governor in Council, Madras, for so kindly placing Mr. Robertson's services temporarily at our disposal; and I venture to think that not only to him for the information he has given, but also to Dr. Cooke, the Principal of the Civil Engineering College, for the ready response he has given to His Excellency's wishes, our thanks are due.

J. GIBBS.

Minute by the Honourable Mr. Ashburner, dated 3rd November 1878.

I approve of the scheme for the establishment of an Agricultural and Veterinary Class attached to the Poona Engineering College.

L. R. ASHBURNER.

RESOLUTION.—In reference to the foregoing Minutes in Council the Governor in Council decides that a College class for instruction in Agriculture should be attached to the Civil Engineering College, Poona, and declared open for students who have passed the University Matriculation Examination.

Three years should be fixed for the present as the period for the course of study The Finance Department will be asked to sanction scholarships tenable for one year, according to the list given in the next para., to be competed for (1) by the students entering the class, and (2) by those who have completed their first year. As care is necessary to prevent students joining the class for the sake merely of the Scholarships and with no serious intention of making any practical use of agricultural knowledge, the Scholarships should not, as a rule, be awarded at a greater proportion than one to every two candidates in the class, and the Principal of the College should have the power at his discretion to withhold them altogether should he consider the candidates undeserving of them. At the same time, within the maximum number below stated, the Principal should be given discretionary power to increase the proportion of Scholarships to the strength of the class, in the case of deserving candidates whose poverty is undeniable, or who belong to the agricultural classes.

It is possible that hereafter it may be proper to reduce the ordinary proportion of one Scholarship to two students, but it is important to offer to students a fair inducement to start the class.

2. The scale of Scholarships proposed as a maximum is as follows :—

			Per mensem.
			Rs.
To be competed for at Entrance Examination...	2 at Rs. 10 each	... ...	20
	2 at „ 8 „	... ...	16
	4 at „ 7 „	... ...	28
	1 at „ 6	... ...	6
	1 at „ 5	... ...	5
		Rs.	75
	1 at Rs. 12	... ...	12
	3 at „ 10 each	... ...	30
	1 at „ 9	... ...	9
	4 at „ 8 each	... ...	32
		Rs.	83
		Total per mensem .. Rs.	158
		Per annum .. Rs.	1,896

3. The Scholarships according to this scale, even if all awarded, will cause an expenditure less than that proposed by the Committee by Rs. 744 per annum ; and the Governor in Council being of opinion that it is of great importance to add a course of Veterinary Lectures to the instruction to be given in the class, would allot Rs. 660 for this purpose—Rs 300 being assigned for 25 lectures to students of the first year, and Rs. 360 to 30 lectures to students in the second year.

4. In respect to the establishment of agricultural English classes at six of the High Schools in the Presidency, the Director of Public Instruction is requested to take steps in accordance with the principles laid down in the Minute by His Excellency the Governor and to submit proposals in detail after local enquiry. The several Commissioners and Collectors are requested to aid the Director in this important matter to the utmost of their ability.

5. A similar instruction is applicable respecting the establishment of Vernacular Classes according to the principles laid down in the Minute.

C. GONNE,

Secretary to Government.

The Director of Public Instruction,
The Financial Department,
The Commissioners of the Northern, Southern, and Central Divisions,
All Collectors,
The University Registrar,
Colonel T. Waddington,
T. Cooke, Esquire,
Surgeon-Major W. Gray,
J. G. Moore, Esquire,
Members of the Committee,
The Revenue Department.

Ordered—That copies of the above papers, which were published in the *Government Gazette* under No. 1442 A. of 2nd instant, be forwarded for the information and guidance of the Officers and Departments noted in the margin.

C. GONNE,
Secretary to Government.

APPENDIX E.

Government Resolution regarding the reduction of the Second Department of the Civil Engineering College.

No. 1224.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 11th October 1878.

Letter from the Acting Director of Public Instruction, No. 2327, dated 31st August 1878—Submitting, for consideration and orders, and for reference to the Public Works Department for opinion and report, a letter from Dr. Cooke, Principal, Poona Civil Engineering College, who makes the following proposals: (1) to insist on Matriculation in the case of all candidates for the higher branches of the Engineering College, (2) to consider the First Civil Engineering Examination as qualifying for the Overseer Grade of the Public Works Department, and (3) to transfer the three appointments now guaranteed to the Second Department to Licentiate in Civil Engineering, the said appointments being given to the first three Licentiates in each year who are willing to take them.

Memorandum from the Public Works Department, No. 483-E., dated 20th September 1878—Re-transferring the papers sent under this Department No. 1084 of 1878, and approving of the proposals of Dr. Cooke made in connection with the Poona Civil Engineering College.

RESOLUTION.—The proposals of the Principal of the Poona Civil Engineering College, supported by the Director and approved in the Public Works Department, should be sanctioned, and the Director requested to submit a draft notification for publication of the change in the *Government Gazette*. The present Entrance Examination of the College will now necessarily be dispensed with.

(Signed) C. GONNE,
Secretary to Government.

To

The Director of Public Instruction,
The Public Works Department of the Secretariat.

APPENDIX F.

ELEMENTARY INSTRUCTION IN DRAWING IN GOVERNMENT SCHOOLS.

Minute by the Governor of Bombay, dated 6th September 1878.

I WOULD ask my Honourable Colleagues to consider whether it would not be possible to include elementary drawing in our system of public instruction, as an obligatory subject in which instruction is to be afforded as in other prescribed subjects. As an optional subject it is already taught in some places to those pupils who have a special taste for it. But if we believe that it is a specially civilizing subject, intensifying the powers of observation, conducing to accurate apprehension of external matters, training the mind to search for what is beautiful and attractive, supplying some of those needs in the Native character which we specially wish to supply by State education, we should not hesitate to have it taught with all the influence and moral authority with which other subjects are taught. To diffuse among the people anything like art instruction in a high sense may be beyond our power. But to teach elementary drawing to at least a certain portion of the many tens of thousands who attend our schools, is a task within our means.

2. After consulting the Acting Director of Public Instruction as to the best way of making some commencement with this view, I would propose:—

That instruction in elementary drawing be added to the six standards of general instruction which are prescribed for the middle class schools.

3. The instruction would be progressive, that is, would begin from the simplest line drawing in the first standard, rising gradually in each standard up to the sixth, that is including the sixth. There are 54 of these schools supported by Government, with 6,300 pupils; and 48 schools aided by Government with 5,500 pupils; in all 102 schools with 11,800 scholars. This total number is but a small portion of the quarter of a million of scholars on the rolls of our schools in this Presidency. I should hope ultimately to teach drawing in all these schools. But so scanty are our resources that we cannot at first teach drawing even to this comparatively small number.

4. As we cannot in the first instance include all these schools in this instruction, we should begin from the top of them working downwards, and in the first instance include only those schools which have the sixth, fifth and fourth standards; or in general terms the upper half of these middle class schools.

5. The number of schools and scholars which have the sixth, fifth and fourth standards may be stated thus:—

	Schools.	Scholars.
Under Government	21	3,500
Aided by Government	20	2,800
	41	6,300

The above form about half of the total above given, namely 102 schools and 11,800 scholars.

6. If elementary drawing were prescribed as a subject of instruction in the 21 Government schools with 3,500 scholars, the example would probably be followed by the 20 aided schools with 2,800 scholars. Drawing would, of course, be included in the scholarship examination and other examinations in the Government schools; and it would also be included in the subjects for which grant-in-aid money would be given (by payment by results) in the aided schools.

7. It would be necessary to add 21 teachers of drawing (for the 21 Government schools) to our existing establishment. The Director of Public Instruction would consider the details of this arrangement. The teachers could be readily obtained from the School of Art at Bombay. In addition, there would be required perhaps 20 more teachers for the aided schools. The School of Art has made such progress that it could supply these also.

8. The above proposals aim at nothing more than a commencement, which if successful, may lead to the diffusion of art instruction hereafter.

9. A question will immediately suggest itself whether the University of Bombay will consent to include drawing among the subjects of the examination for Matriculation. Probably the University may hesitate to do so, until instruction in drawing is really afforded, or at least until the means are shown to exist for affording such instruction in the High Schools. If it be afforded, then the University might be addressed on the subject.

RICHARD TEMPLE.

APPENDIX G.

Extract from Major Mant's report on the re-organization of the Sir J. J. School staff.

"Memo. showing the additional expenditure which will be incurred if the recommendations made in this report are carried out:—

	Per mensem Rs.
Elementary Branch.	
Assistant	300
Architectural Drawing.	
Teacher	150
Sculpture and Modelling.	
Assistant	80
Art Metal-work.	
Assistant in charge	80
Contingent allowance	200
Clerk	30
Pottery.	
Assistant	300
Wood-carving.	
Assistant in charge	80
Contingent allowance	100
Museum.	
Annual grant for purchase of specimens of art manufacture, say Rs. 600	50
Total monthly increase	Rs. 1,370
or per annum ...	„ 16,440

It would, however, in all probability be possible to make the Departments of Art Metal-work and Wood-carving self-supporting before the end of a year, after which, deducting for the contingent allowances, the extra monthly expenditure would be Rs. 1,070, or Rs. 12,840 per annum."

APPENDIX H.

Extracts from a Letter to the University regarding changes proposed by certain Members of the Senate, with Mr. Wedderburn's Memorandum on University reform.

No. $\frac{1}{2}$ of 1878-79.

Poona, Office of the Director of Public Instruction, 7th February 1879.

To

P. PETERSON, Esquire,

University Registrar, Bombay.

Sir,

In reply to your No. 762 of the 6th instant, I have the honour to state that the proposal with regard to the First Arts being recognized as a test of general culture, which must be passed by all candidates for Degrees in any of the Faculties, appears to be most injudicious. The Medical and Engineering Colleges are now fairly full: but it is only ten years since these colleges were empty, and it seems most unadvisable to narrow the entrance door just when the colleges are beginning to be successful. With regard to the Graduates in Medicine and Engineering, nothing has transpired to show that they are inferior to Bachelors and Masters of Arts; not a single complaint can be found in the reports of the College Principals; and it is generally considered that the University may well be proud of the men on whom she has set her stamp. The only criticism hitherto passed in the matter relates to the small number* of Medical Graduates annually turned out, and to their tendency to cluster in Bombay. But this criticism would apply much more if your proposal were carried into effect: and the proper remedy is not to raise the standard of admission, but to encourage a larger supply of graduates so that more and more may each year be pushed out of Bombay to the mofussil towns. The Medical College is able to teach all who are likely to seek admission as it has lately been relieved of the Vernacular classes; and the efficiency of the instruction given is proved by successes in England as well as before the University of Bombay. The Vernacular classes, or Poona and Ahmedabad Medical Schools, are excellent in their way; but one of the greatest benefits arising from them will be that, by familiarizing the minds of the people to the idea of European medicine, they will not only prepare the way for the University graduates, but also enlarge the recruiting ground of the College and enable it to draw to itself men from the mofussil, who after graduation will prefer their own towns to Bombay. Those who have lived in the country in England know that no class of men surpass the country doctors in the merit of lives spent in hard and honest work and in practical usefulness and benevolence: and the Grant College has still to supply this Presidency with men who can emulate their example; and if it be objected that money is wanting to secure the services of such men, the answer is that in England the doctor in charge of several parishes receives but small remuneration (far smaller, I believe, than the salary paid here to Assistant Surgeons), and that with the progress shown in Native society and with the development of Municipal Institutions and Local Committees, funds ought to be forthcoming year by year in greater abundance.

2. A practical objection to your proposals will be found in the fact that the addition of at least 18 months to the College course of each graduate in Medicine or Engineering will reduce the chance students now have, of competing in England for appointments in the Medical and Public Works services. The success of Bombay men in the Medical examination has recently attracted notice, and I feel sure that the University will do nothing to prevent such success hereafter.

3. Finally I would remind the Syndicate that the entrance test for the Medical College has been accepted as a sufficient test of general education by the Medical Authorities in England; that those who make a fetish of examinations . . . . . are generally people who have no acquaintance with the working of Universities at home: and that according to English ideas a University should open its portals as wide as possible, and, offering a choice of subjects suited to varying tastes, mark the different stages of attainment with pass and class degrees of various kinds. The Bombay University at present approaches to this idea; and if there is a notion that some of the higher degrees are neglected, and that it would be desirable to attract men of more general culture to the special colleges, no

* About 10 or 20 for a Presidency with a population over 20 millions.

such narrow change as your proposal is required, but regulations to the effect that men who pass the highest degree (*e. g.* M. A. or M. D.) should be Fellows of the University, and that men who have passed the F. A. test should be remitted a year or so of the course for the first examination in the special colleges.

4. Your second proposal is to hand over to the various colleges the greater part of the work of the entrance examination, retaining of the present University Matriculation only the English test. As you ask my opinion, I may say at once that I think this change would be ruinous to school education. I am aware that the Oxford and Cambridge system is instanced by those who support your view; but the advisability of having a University, instead of a College, Matriculation, and of thus raising the general level of University teaching, is a favourite subject with English University reformers. And, even supposing those reformers to be wrong in desiring to change the Oxford or Cambridge system, I submit that in this matter there is no fair analogy between the older English Universities and our University. In India the University curriculum is everything both to schools and to colleges, while in England it is nothing to the schools and not everything to the colleges. Indian High Schools are possible because of the Matriculation, just as a Public School sixth is possible because of the Balliol Scholarship. Take away the stimulus applied by the University, and our High Schools will have nothing left, not even the "denser ignorance" of the English fifth form. For the Indian school-boy has nothing to fall back upon: he has no happy school life, made up of absorbing games and pursuits enjoyed in common, and there is no home culture out of school hours, and no stirring life and society after school days are over.

5. Again public school masters in England are by no means satisfied with the sixth form as the sole product of their labours, and are constantly endeavouring to get the University to assist them in raising the level of school education. Anyone who has read the reports of the annual conferences of head masters, will remember that something has already been effected in this direction, that the Universities of Oxford and Cambridge have undertaken the examination of such public schools as choose to submit to the test, and that every year the connexion between the Universities and the schools is drawn closer. So that you propose to give up the Matriculation at a time when University reformers and the best public school masters are approximating to your present system.

6. To return however to our High Schools: it is well known that no subject has a chance in High Schools either with masters or with boys, unless it is recognized by the University: and if the University looks to English only (with or without the vernacular), the inevitable result will be that Mathematics, History, Geography and Natural Science will be neglected throughout the whole of the English course. The whole strength of the teachers will be thrown into the English, and the result will be that the Arts Colleges will have to do more of the school work than the greatest complainants can now say they do. And I do not believe that, with the general education neglected, the study of a special subject can be advanced. The most experienced teachers will tell you that the boys best in one subject are generally the best or nearly the best in all the subjects of the High School course.

7. Nor do I believe that the effect on the Colleges will be good. I have already expressed my belief that they will suffer in having to make up for the time lost at school and the consequent ignorance of subjects other than English. The colleges are not strong enough to keep up any standard of admission.

* * * * * *
* * * * * *

8. If a Bombay College were like an Oxford College; if there were a staff independent of Government or the Bombay public, and strong in venerable traditions; if of the Elphinstone College students, some went to college for social advantages, some to spend a few years of minority in a way satisfactory to their friends, a good many determined to read enough for a pass degree, and a few resolved to work hard for honours: then the proposal might be seriously thought of. But as these conditions are not likely to be present in Bombay for a good many years to come, I do not think your proposal a good one.

9. I need not dwell upon the somewhat quaint reason that the change in view would greatly simplify the whole examination. It would simplify the examination still more, if the English test also were left to the colleges; and it would be a still further simplification if the F. A. test were remitted likewise. Again, if the Arts Colleges are to fix their own admission test, on what principle is the same liberty denied to the *Medical and Engineering Colleges?

10. Before going further in the examination of your second proposal, I would remark that I cannot conceive what the motive for bringing it forward can be, unless it be the idea that the supply of matriculated men is falling off, or is likely to fall off. If there be such an idea, then it does not appear to me that the second proposal is consistent with the first. For the Arts Colleges and the High Schools are in much the same position, and the causes which affect the one class of institutions affect the other also; and if the High Schools cannot pass a sufficient number of under-graduates, I see no reason for believing that the Arts

* Your second proposal must be taken with your first, for if it were taken by itself without the first, the recognition of the Grant College by the English authorities would be withdrawn.

Colleges will pass a sufficient number of First Arts men. But it is quite erroneous* to suppose that the High Schools are not in at least as good a condition as the Arts Colleges. Both High Schools and Arts Colleges fill in a time of plenty and prosperous trade, but when these conditions are not present, schools and colleges show a decline in attendance. At the present time these conditions are wanting, and there is some decrease in Government and aided institutions—a decrease which as far as schools are concerned is probably nearly made up by the growth of private schools and the increasing employment of private teachers.

11. I now come to the last three sentences of your first para. I am not acquainted with the practice in force at the Scotch Universities; and I have not time to procure the report you mention. But from your remarks I gather that the Commissioners have been obliged to satisfy themselves with a proposal to introduce only the thin edge of the wedge, and that they have not driven home because of vested interests. If I am right in this conjecture, the recommendation of the Commission is a strong argument in favour of the Bombay system. In any case I cannot conceive that any one who has read the history of the Bombay Colleges, would advocate a return to the old system which allowed casual students to attend in the higher classes, and mixed up under-graduates and boys reading for Matriculation. Leaving this last sentence of the last para., I beg to return to the last sentence but two and the last sentence but one. These sentences appear to me to be most important, and to represent the view of those who are disturbed by the present state of things and therefore ready to listen to the argument from Oxford and Cambridge analogies.

12. In these two sentences you notice the variety of subjects included in the present scheme, and the disappointment of candidates.† But I would ask whether similar objections could not be urged against the F. A. Examination, or indeed against any examination that could be substituted for the F. A. The curriculum (Matriculation) is not in fault, as on your theory the University and the Arts Colleges are still to do what the University alone now does. The difference is that the College will make allowances or supply a more elastic test than the University now does. But I would ask whether the University cannot improve her test, so as to make it at least equal, if not superior, to any College test. Some years back, masters used to complain that inferior boys got through, while some of those who ought to pass failed unaccountably. I am glad to say that the first half of this complaint is now seldom heard. I have not for a long time been told that boys who ought not to have passed—boys who had been refused certificates—have been successful: and a week or two ago the Principal of the Deccan College (Dr. Kielhorn) told me that he had just received an especially good and even set of freshmen. But the latter part of the complaint is still heard to some extent; and the true remedy is, I think, to be found not in abolishing the standard but in improving the method of examination. The standard I believe to be good enough and also high enough, and I am of opinion that any increase of difficulty, especially any increase of difficulty in the English, would tend to the creation of a monopoly of crammers, and to the restriction of University influence to the Presidency town with possibly one or two important centres, such as Poona and Ahmedabad.

13. If I am asked the more delicate question as to the improvements possible in the University system, I beg to state that my views on the matter were placed‡ before the Syndicate some time back. Even if the University gave up the Matriculation, there would still be room for changes in method with respect to the examinations remaining.

* * * * *
* * * * *

14. This reply has become longer than I intended, but I will briefly sum up my views, so far as I can express them without longer reflection. My views then are:—

(1). That the entrance test for the professional colleges should still be the Matriculation.

(2). That Government should provide for science teaching in the Arts Colleges, *e.g.* for a professor in Elphinstone College, who should take charge of the Central Museum; and for a Professor or Assistant Professor in the Deccan College.

---

* The idea of a great decline of the High Schools I trace back to page 80 of this office report for 1877-78. It is there stated that 8 Government High Schools, which in 1865-66 matriculated 70 boys, passed only 93 in 1877-78. But to make the comparison of any use, the number of competing schools should have been stated for each year. In 1865-66 there were 11 High Schools in all (including the 8), while in 1877-78 there were about 50. It is hardly reasonable to expect schools which had a practical monopoly in 1865-66 to show an enormous increase against more than 40 competing schools in 1877-78.

Again on the same page of the report, in comparing the Matriculation results with Mr. Peile's dictum of one-eighth of the *average attendance*, the number passed from *Government* schools is pitted against the number in all schools, and the number on the rolls is taken in place of the average daily attendance. In other words, the figure 7,735 is taken in place of 3,435 (see page 15). Further, even this total of 3,435 is too large, as the principle of classification was not the same in 1868-69 and in 1877-78. In the former year only the boys under the 4 High School standards were shown under High Schools, but in the latter year boys under seven standards are shown for many of the so-called high schools. But on this subject I am writing to Government. I mention it now merely to show that if any trust has been placed upon the figures it was misplaced.

† Disappointment there must be. In fact, if there were none, the number of graduates might be increased *ad infinitum*, and there would be no clerks or railway employés or subordinates of any kind who were not graduates.

‡ I have not the letter at hand, but the subject was the mechanical nature of the Matriculation test, &c.

(3). That the University might possibly allow success in the F. A. to count in the professional colleges just as a degree helps a man who wishes to become a barrister in England : that graduates in the highest examinations might be made fellows : and that greater encouragement might be given to Law Graduates, if the High Court and Government agreed to alter the rules relating to the Pleaders' Examination and to judicial appointments.

(4). That the F. A. Examination should remain much as at present.

(5). That the B. A. Degree might be made more special by the establishment of separate schools after the Oxford fashion.

(6). That Boards of Examiners (as permanent as possible in India) should be instituted, so as to give to the Arts Examinations a more definite character, approaching to that to which the Medical and Engineering examinations appear to have attained. (An examination in Literature cannot, of course, ever attain to the same precision and accuracy as a Mathematical or a Science test possesses.)

* * * * *

(8). That as long as candidates are required to pass in each subject—sometimes on a single paper—the Examiners should be desired not to set longer or more difficult papers than a well-prepared candidate can answer fully in the time allotted. [At Oxford, honour candidates in the classical school used to be warned by their tutors that they need not attempt every question, and that quality and style were to be thought of rather than quantity.]

* * * * *

(10). That paraphrasing should not be the sole test in the Matriculation, and that accurate* translation should be encouraged.

(11). That more encouragement should be given in the Matriculation to good writing, to dictation and to clean papers well put out of hand.

(12). That all the papers of candidates should be looked over (Matriculation).

(13). That the number of papers should be reduced if possible (Matriculation).

(14). That grace marks should be freely given to all who get high marks on the total, and do not fail badly in any subject. (I am not aware of the present regulations, but the rigid system in force of old tended to the reward of average mediocrity.)

(15). That the University officials could be usefully employed in informing head masters of the causes of failure. (The Examiners might also be invited to write reports.)

(16). That all Examiners should be required to meet when the final list is made out, and to compare the papers in all doubtful cases.

(17). That the University should refuse the certificates of masters, whose schools are not open to Government inspection.

(18). That only the certificates of private tutors who are graduates (or undergraduates) should be accepted.

* * * * *

15. In conclusion, I have the honour to state that if my letter appears to be hasty, my excuse is that I received yours this afternoon, and that I have engagements which cannot wait and which will keep me busy until the date for your meeting. Had you given me† longer notice, I should have endeavoured to submit to the Syndicate something more connected than the impressions I have now put down.

I have the honour to be,
Sir,
Your most obedient Servant,
K. M. CHATFIELD,
Director of Public Instruction.

P. S.—I may add that the opinion of successful schoolmasters such as Messrs. Kirkham and Bhándárkar might be taken with regard to the Matriculation ; and that I have not touched on the letter of the Chancellor. The main objection to a further development of the study of Natural Science in schools is that the Arts Colleges are not yet supplied with adequate teaching power. Were this defect remedied, more attention could be paid to Natural Science in the schools, which are supplied with teachers from the colleges.

Would it be possible to get over the difficulty of European and Native boys, by beginning with the option of a paraphrase like the present, and a translation from (and into) the vernacular ? It would be instructive to see whether the teachers would abandon the present system, and the experiment could do no harm. The worst would be, that the paraphrase would be chosen by all native boys and that the experiment would fail. An easy translation from a newspaper should be given both to break in the schools gradually, and to encourage to the better choice. At present there is no idea of translation except from the classical language learnt. And yet translation is the most powerful instrument in school education for the attainment of clearness of thought, and of precise and accurate scholarship.

† Professor Bhándárkar mentioned to me the main points a day or two ago, but I did not then appreciate the importance of the proposals now under discussion.

---

* A specimen paper might be prepared and circulated for each vernacular.

MEMORANDUM SUGGESTING A REVIEW OF THE INDIAN UNIVERSITY SYSTEM.

It seems very desirable that the attention of those who are interested in the Indian Universities should be drawn to "The Report of the Royal Commissioners appointed to inquire into the Universities of Scotland," which has just been published as a Parliamentary Blue Book. The Commissioners—among whom are included such educational experts as the late Sir W. Stirling Maxwell, Dr. Lyon Playfair, Professor Huxley, and Mr. Froude—have not only dealt with the special necessities of the Scottish Universities, but have supplied to the public a sort of hand-book, setting forth the general principles upon which all similar institutions should be based. We have, in fact, in this Report a scientific exposition, by the highest authorities, regarding the purposes and method of higher education. What I would propose is, that the principles laid down by the Commissioners should, with due allowance for local circumstances, be made applicable to our Indian Universities. The Indian Universities were founded under very peculiar circumstances, "during the worst time of the Mutinies, when our power seemed at the lowest ebb." They have now been in existence for twenty years—a period quite sufficient to make clear their excellences and defects; and the present appears a very favourable opportunity for reviewing the results, and introducing the reforms necessary to bring them up to the level of modern requirements.

2. The points to which I would call special attention are those dealt with under Headings III. and V. of the Report: "The Course of Study and Regulations for Graduation," and "The Institution or Continuance of Entrance Examinations." For under these two headings the Commissioners set forth and enforce what is clearly their leading principle as to the purpose of higher education—viz., *to secure a basis of general culture, while encouraging real proficiency in special subjects.* Thus, in reviewing the history of the older English Universities, they notice with commendation the fact that, in recent times, "while providing for a certain basis of culture without which no student can proceed to a degree, these Universities have thought it right to permit in the later stage of a student's career a considerable latitude as to the courses of study open to him." And in stating their own recommendations they say, "We think it of great importance that the field of study should be so enlarged as to make it more suitable and attractive to different classes of students than at present; and this object can, in our opinion, be best attained by allowing, after a certain foundation of general culture, a tolerably free choice among several distinct lines of study adapted to various bents of mind, and having relation to different professional pursuits." These extracts give the key-note to their project of reform; and accordingly we find that they have put aside the old obsolete curriculum, and, for purposes of graduation, have re-classified the various branches of study according to scientific method, all the old "subjects" being absorbed or included in one or other of the following "departments," or "lines of study," in any one of which the student will be permitted to take his Arts Degree:—

I. Literature and Philology.
II. Philosophy.
III. Law and History.
IV. Mathematical Science.
V. Natural Science.

The details of this classification will be found at p. 26 of the Report, but for convenience of reference I copy below the branches to be included under these different "departments":—

I. *Literature and Philology* should comprise the subjects of Latin, Greek, and English Literature; together with one of the following subjects—viz.: Comparative Philology, Sanskrit, Hebrew, a Modern Language, Gaelic with Celtic Philology. Questions on History and Geography incidental to each subject should form part of the examination.

II. *Philosophy* should include Logic and Metaphysics, Ethics and Psychology, and the Physiology of the Nervous System. The first two subjects are understood to embrace the History of Philosophy.

III. *Law and History* should include Civil Law, either Constitutional Law or International Law; and Political Economy; together with the History on any one of the following groups—viz.: Greece and Rome; Modern Europe; Egypt, Syria, Palestine, and Arabia; India; Ancient and Modern America.

IV. *Mathematical Science* should embrace Mathematics, Pure and Applied, Natural Philosophy, and Physical Astronomy.

V. *Natural Science* should comprise four groups—viz.: (1) Applied Mathematics, Natural Philosophy, and Chemistry; (2) Natural Philosophy, Chemistry, and Physiology; (3) Physiology, Botany, and Zoology; (4) Natural Philosophy, Chemistry, and Geology. A candidate should be allowed to take any two of these four groups; and the practical working of the arrangement would be that Natural Philosophy and Chemistry would be compulsory, while an option would be given between the Mathematical and the Morphological Sciences.

3. Such is the classification proposed for the Scottish Universities. And it appears that a similar system, with proper adaptations, would be admirably suited to India, with its rich mines of language, antiquities, and natural history. By thus giving "fair play to individual tastes and peculiarities," we should foster real learning and original research, especially in those Indian subjects in which the Indian student would naturally have an advantage over his European competitor. The Bombay graduate can hardly hope to contribute much to the world's knowledge as a Latin scholar or as a critic of English literature; but he might make a name for himself among European *savants* by a scientific investigation of local Hill dialects, or by thoroughly mastering some branch, say, of the Botany or Conchology of Western India. Mr. Froude, in a most interesting note appended to the Report, has shown how the study of History may similarly be specialized, the student being directed to the original authorities, and taught to learn for himself the history of his own race.

4. Passing to Heading V., on "the institution or continuance of entrance examinations," it is, in the first place, to be observed that the Commissioners are totally opposed to any entrance examination which, as in India, excludes those who fail. Their reasons are set forth in detail at pp. 43, &c., of the Report. From the "Statement of Moral and Material Progress of India, 1872-73," I observe that in Bombay, up to 1872, out of a total number of 6,341 candidates for Matriculation, 4,509 were excluded. These figures seem deserving of consideration, taken in connection with the strong opinion expressed by the Commissioners that an excluding examination is "injurious and not beneficial to the education of the country." The Commissioners hold that all the benefits of such an entrance examination may be secured, without the attendant ill effects, by means of a "First Examination" which the student must pass in order that his time may count for graduation. It is intended that this "First Examination" should help to secure the "basis of general culture" above referred to. And as bearing on this part of the subject, I beg to append copy of a Memorandum which, as a Member of the Bombay Syndicate, I submitted to that body at the beginning of last year. The considerations therein urged tend to show that, looking to special and local circumstances, a sound practical knowledge of English should be made the principal condition of a "First Examination" in the case of Indian students.

5. Besides these two main questions of graduation and entrance examination, I would note the following topics discussed in the Report, which seem to deserve consideration in any review of the working of the Indian Universities:—

1. Importance of practical instruction in the laboratory and the field, as distinguished from mere book work (pp. 27 and 70).
2. Giving an option to candidates to take examinations in instalments (p. 28).
3. Evil of increasing the number and importance of examinations (p. 49).
4. Assistance to Professors, and institution of lectureships (pp. 51 and 69).
5. Recognition of extra-mural teaching (p. 78).
6. Value of competition bursaries (p. 107).
7. Scholarships and Fellowships as a means of forming a learned class (pp. 116 and 175).

I have not overlooked the fact that the recommendations of the Commissioners on these points have reference to the Scottish Universities, which teach as well as examine; whereas the Indian Universities, modelled on that of London, only examine and confer degrees, the teaching being done by affiliated Colleges. But I think it is worthy of consideration whether some approximation might not be made to the Scottish model. In India the students are numerous, poor, and full of zeal; and it might be well to modify existing institutions according to the Scottish system, which the experience of centuries has proved to be highly beneficial, under similar circumstances, to the national education and the national character.

6. With reference to paragraph 5 of my Syndicate Memorandum, I may mention that at Harvard University, U.S., the principle of elementary text-books and of optional subjects is fully carried out. To quote from the Prospectus: "A principal aim in providing these examinations is to encourage teachers to carry the studies of their brighter and more diligent pupils beyond the bare requisitions of admission, in whatever direction taste or opportunity may suggest. Full employment may thus be secured for the most capable student until he is thought mature enough to enter College, while his greater progress in school will make his College course more profitable by enabling him to take up his studies at a more advanced stage, or to give more time to the studies of his choice."

LONDON, *June* 28, 1878.

W. WEDDERBURN, *Bombay Civil Service.*

APPENDIX.

Memorandum.

As I believe that the subject is at present occupying the attention of the Syndicate, I beg to submit for consideration a few remarks with regard to the revision of the Rules for the Matriculation Examination.

2. Roughly speaking, Education may perhaps be regarded as consisting of two parts—lower education, which includes all school training, and higher education, represented by the University course; and Matriculation is the test which separates these two divisions—the portal, so to say, through which the youth must pass in order to enter upon higher education. Viewed in this light, it is evident what an important influence must be exercised by the rules governing Matriculation; as they practically determine the nature and amount of instruction sought to be communicated during the school course, and also the conditions under which the higher culture is to be commenced. It is generally admitted that the results of the Matriculation Examinations have not hitherto been altogether satisfactory. In revising the rules, therefore, it seems desirable to obtain a clear idea as regards the object to be attained. A test of great importance has to be applied. In applying this test, what leading principles should be kept in view?

3. In replying to this question, we have apparently to consider two main points—(1) the actual circumstances and capacity of the persons chiefly affected, (2) the general purpose of our educational system.

4. With regard to the first point, it is to be observed that in this Presidency there are four principal vernacular languages, besides numerous dialects; so that it is practically impossible to impart the higher education, which depends on Western science and literature, except through the medium of English. If a subject be studied in a language with which the learner is imperfectly acquainted, the knowledge so acquired will probably be inaccurate while the labour involved will be excessive. It appears, therefore, that a sound practical knowledge of English should be the principal condition of Matriculation, regarding it as the test of fitness for entry on the higher course. Such a practical familiarity with the language as distinguished from merely theoretical knowledge of grammar and etymology, could be tested by the candidate's power to compose and converse readily in English and to write a letter without serious mistakes in style or idiom. In this part of the examination I would not exact from the candidate even a knowledge of English literature. A short leading article from a native newspaper would probably furnish sufficient materials for the test. It might be read out to the candidate in his own vernacular language. He might then be required to write down in English the purport of what he had heard. His powers of expressing himself in conversation could then be tested by discussing with him the questions involved; and he might afterwards be directed to write a letter giving his own views on the subject. At present the complaint is that, in spite of the severity of the Matriculation test, which excludes so large a proportion of those who present themselves, many of the successful candidates enter upon the University course without being able to express themselves properly in English either in writing or conversation, and that this defect sometimes remains uncured even when they take their degrees. If a sound practical knowledge of English be exacted at Matriculation, I should be inclined to be very lenient as regards the other subjects; bearing in mind how difficult it would be for English boys of sixteen to answer in Latin or Greek the questions which come under the head of "General Knowledge"—that is, on Arithmetic, Euclid, Algebra, History, Geography, Mechanics, Chemistry, and the Solar System. With reference to this point, I may also mention that several head masters of High Schools have urged on me the necessity of prescribing elementary text-books in these subjects. They state that from not knowing definitely what will be required from them, the boys are apt to overtask their energies with desultory reading, and overcrowd their minds with matter ill-arranged and imperfectly understood.

5. With regard to the second point, if it be granted that the general purpose of our educational system is to produce men of culture and broad views while encouraging research and high proficiency in special subjects, it seems to follow that our object during the school course is to give a solid foundation in general subjects, and at the same time to discover and develop the special faculties of each boy; so that when the minimum qualification has been attained in any subject for which the boy shows little aptitude, further labour should not be expended in that direction, all spare time being employed in increasing the boy's proficiency in the subjects for which he shows a natural inclination. According to this view of the case there would be a certain number of compulsory subjects in the Matriculation Examination, in each of which the candidate would be required to obtain a minimum of marks. All other subjects would be optional, marks being allowed for them to count for places in the list of passed candidates. If some such plan were followed, a boy having a natural bias, say, for Languages, Mathematics, or Natural Science, would, in beginning his college course, have already made an important step towards real proficiency in some branch of knowledge.

6. Keeping these points in view, I would, in reply to the question stated above at the close of paragraph 2, suggest the following propositions:—

(*a.*) That a sound practical knowledge of English should be the principal condition of Matriculation.

(*b.*) That a moderate minumum should be required in certain subjects of general knowledge, an elementary text-book being prescribed in each case.

(*c.*) That all other subjects should be optional, marks being allowed for them to count for places in the list of passed candidates.

7. In conclusion, looking to the importance of this matter, I would propose that we should invite the opinion of Professors, Examiners, Head Masters, and others, who have experience of the working of the present system.

(Signed) W. WEDDERBURN.

THA'NA, *January* 7, 1877.

APPENDIX I.

Remarks by the Acting Inspector, Northern Division, on the Centre System for Matriculation, with note by the Director.

"The system may be a convenient one, but it is unfair that boys should run the chance of the result of their examination depending on the severity or laxity of an Examiner. Under the new system an Examiner at each centre conducts the *vivâ voce* examination. He may be experienced or inexperienced, he may be hard or lenient, but according to his sole fiat is the result of the examination, at least as regards *vivâ voce*. Thus at one centre nearly all boys may pass in the *vivâ voce* examination, at another nearly all boys fail, simply because one Examiner differs from another. At University Examinations in Europe, I believe I am correct in saying that such a contingency is impossible. It would be far better for the University to spend a little more time and money in the conduct of the examination, with the result of obtaining a fair test, than that candidates should feel that though they have been plucked at one centre, others, perhaps less efficiently educated, have passed at another because A., the one Examiner, happened to be more severe than B., the other. Yet such results must happen as long as the system of entrusting the *vivâ voce* examination to one Examiner is maintained."

Note by the Director.

The remedy suggested appears to be a return to the old system of holding the examinations in Bombay only. But I believe that under the old system, a single Examiner was employed; and the true course appears to be to give up the vain idea of setting up precisely the same test for a thousand candidates, and to have separate sets of Examiners who would deal with batches of candidates. These Examiners should meet together for the oral examination, and should not finish more than a maximum number of candidates in a day, so that testamurs could be issued to successful candidates at the close of the day. In this way the standard set by the University could be maintained with certainty, while candidates would have the advantage of seeing their work judged as a whole and not merely in pieces. Appearance before a Board or set of Examiners would be more impressive and more satisfactory to the candidates; and with the many experienced Examiners, whose services are available, the practical result would be a more uniform and even test than at present obtains. It is true that a large number of Examiners would be necessary; but if the local centres are continued, advantage might be taken of the desire evinced by some of the Government Professors for a College instead of a University entrance examination; and the Bombay and Poona centres might be undertaken by Examiners selected from Colleges which have no connexion with schools. The whole of the funds now spent on the Entrance Examination would then be available for the payment of the Examiners required for the remaining centres.

APPENDIX J.

Statement showing Receipts and Disbursements of the Local Budget in each Collectorate.

Collectorate.	Opening Balance, 1st April 1878.	Receipts. Cess.	Provincial Grant.	Fees.	Miscellaneous.	Total.	Expenditure.	* Closing Balance, 31st March 1879.	Number of Schools on the Local Budget on 31st March 1879.	Number of Scholars in Local Schools on 31st March 1879.	Increase or Decrease of Local Schools during the year.	Increase or Decrease of Scholars in Local Schools during the year.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				
Central Division.												
Poona	—11,761 3 3	29,687 11 3	17,332 0 0	8,694 14 9	1,032 3 9	44,885 10 6	48,017 1 0	—3,131 6 6	171	8,347	+1	—187
Sholápur	9,619 10 6	19,857 6 6	10,800 0 0	2,923 12 8	818 7 6	44,019 5 2	29,251 11 8	14,767 9 6	110	4,044	+1	—247
Thána	15,204 7 6	32,341 2 6	21,672 0 0	5,288 6 6	623 13 3	75,129 13 9	61,538 9 7	13,591 4 2	151	7,321	....	+346
Kolába	9,413 0 10	16,385 2 4	7,990 5 4	2,521 7 6	8 8 5	36,318 8 5	26,318 3 0	10,000 5 5	67	3,808	....	+249
Sátára	19,121 12 8	44,661 3 10	18,660 0 0	6,406 13 0	1,040 8 9	89,890 6 3	66,413 14 11	23,476 7 4	218	9,967	+5	+43
Ratnágiri	4,655 11 7	20,896 9 5	14,894 0 0	5,444 3 9	1,150 0 0	47,040 8 9	44,627 6 8	2,413 2 1	117	8,066	—19	—555
Bombay	4,325 2 4	....	11,563 0 0	14,786 10 0	15,006 9 7	45,681 5 11	39,639 8 7	6,041 13 4	42	2,939	+3	+489
Total	50,578 10 2	1,63,729 3 10	1,02,911 5 4	46,066 4 2	19,680 3 3	3,82,965 10 9	3,15,806 7 5	67,159 3 4	876	45,432	—9	+28
North-East Division.												
Khándesh	62,038 10 3	67,005 0 8	19,015 5 4	10,183 5 6	1,256 2 0	1,59,498 7 3	83,471 11 0	76,026 12 3	272	14,061	+8	—2,453
Ahmednagar	—2,277 3 7	40,075 13 5	14,951 0 0	5,909 4 10	576 3 3	59,235 1 11	47,065 14 9	12,169 3 2	187	7,331	+7	—181
Násik	21,529 7 5	34,250 3 7	13,709 0 0	6,051 15 0	293 0 0	75,833 10 0	43,654 2 3	32,179 7 9	153	7,345	+8	—290
Peint State	2,608 2 9	659 18 3	....	15 11 0	2,400 0 0	5,683 11 0	2,471 2 7	3,212 8 5	8	333	....	+5
Total	83,899 0 10	1,41,990 14 11	47,675 5 4	22,169 3 10	4,525 5 3	3,00,250 14 2	1,76,662 14 7	1,23,587 15 7	620	29,070	+23	—2,919
Northern Division.												
Ahmedabad	16,065 6 1	40,553 3 0	14,194 10 8	7,212 0 0	5,499 11 8	83,024 15 5	59,802 15 0	23,322 0 5	162	19,776	—5	—1
Kaira	24,296 13 9	55,067 10 10	9,327 0 0	7,441 4 0	1,068 12 4	97,201 8 11	68,965 5 8	28,236 3 3	187	13,521	....	—1,202
Panch Mahals	1,671 1 1	4,849 15 2	7,146 5 4	1,119 6 0	1,022 6 11	15,709 2 6	13,071 0 10	2,638 1 8	39	2,522	+3	—167
Broach	24,552 0 8	52,654 10 8	2,473 0 0	5,418 6 6	241 2 1	85,349 3 11	64,520 15 6	33,828 4 5	203	9,240	—1	—674
Surat	20,041 9 2	54,942 15 2	14,258 10 8	7,421 7 0	3,781 12 2	1,00,446 6 2	80,335 11 3	20,110 10 11	245	13,253	—10	+11
Total	96,526 14 9	2,07,578 6 10	47,399 10 8	28,612 7 6	11,613 13 2	3,91,731 4 11	2,84,696 0 3	1,07,035 4 8	836	49,312	—13	—2,033
Southern Division.												
Belgaum	16,414 3 9	29,795 1 6	12,137 0 0	4,371 14 6	825 15 5	63,544 3 2	40,145 10 1	23,398 9 1	153	7,511	+16	+538
Dhárwár	46,354 12 4	53,408 6 4	19,103 0 0	4,730 2 0	15,100 1 11	1,38,696 6 7	62,075 2 2	76,621 4 5	254	9,639	+84	+1,842
Kaládgi	10,860 15 0	31,128 11 0	12,263 5 4	2,453 5 6	1,837 1 7	58,543 4 5	32,249 13 9	26,293 6 8	140	5,215	+17	+524
Kánara	4,264 1 7	19,567 5 11	9,186 5 4	1,821 1 6	1,227 12 5	36,066 10 9	24,508 15 0	11,557 11 9	82	4,315	+4	+460
Total	77,894 0 8	1,33,899 8 9	52,689 10 8	13,376 5 6	18,990 15 4	2,96,850 8 11	1,58,979 9 0	1,37,870 15 11	629	26,680	+121	+3,364
Sind.												
Kurrachee	9,211 2 1	16,512 4 5	2,157 0 0	1,392 8 0	4,597 8 3	33,870 6 9	26,040 0 0	7,830 6 9	38	2,380	—2	—57
Hyderabad	11,157 15 4	19,362 0 7	1,426 0 0	732 7 6	4,129 7 0	36,817 14 5	24,906 12 11	11,911 1 6	48	2,651	—2	—265
Thar and Párkar	595 13 9	2,000 0 0	1,926 0 0	....	1,523 8 0	6,045 5 9	5,141 2 6	904 3 3	12	794	....	—37
Shikárpur	2,720 12 11	31,707 8 2	3,874 0 0	2,244 15 3	7,514 10 2	48,061 14 6	41,992 10 6	6,069 4 0	72	5,383	+2	—29
Upper Sind Frontier	70 15 9	33 15 10	1,000 0 0	....	....	1,104 15 7	1,021 14 3	83 1 4	5	236	....	—8
Total	23,756 11 10	69,615 13 0	10,383 0 0	4,369 14 9	17,775 1 5	1,25,900 9 0	99,102 8 2	26,798 0 10	175	11,444	—2	—396
GRAND TOTAL	5,32,655 6 3	7,16,813 15 4	2,61,059 0 0	1,14,585 3 9	72,585 6 5	14,97,698 15 9	10,35,247 7 5	4,62,451 8 4	3,136	1,61,938	+120	—1,936

* The expenditure from Local Funds, Rs. 1,02,697, on buildings is to be adjusted against this balance.

APPENDIX K.

Extract from Mr. Kirkham's report on Vernacular Schools (Boys') in the Central Division.

"To complete the view of the condition of the six sub-divisions of the Central Division as regards Government vernacular boys' schools the following remarks summarized from the reports of the Deputies are added :—

(1) *Poona.*—As will be seen there is an increase of 1 school and a falling off of 184 boys. The falling off in scholars is attributed to the after effects of the famine year. The financial state of the sub-division is recovering, but it will take time to restore the state of things existing before 1876-77. Last year I reported that contingent allowances and capitation and proficiency allowances had been cut down by one-half. This year, in addition to re-opening one school I was able to give trained masters full proficiency allowances, and also to allow full contingencies in the majority of schools. The table shows an increase in fee collections. This is due to enhanced rates and fewer remissions. The Poona Collectorate reached its maximum educational prosperity in 1875-76 with 216 schools and 10,644 boys. As this prosperity was mainly due to the development of the Local Cess, the famine which abruptly cut down the cess brought it to a sudden end. Contributory causes to the decline in numbers have been the enhanced rates of fees and the curtailment of free boys from 20 to 15 per cent.

(2) *Sholápur.*—The general remarks just made with regard to Poona apply also to this Collectorate. The schools and scholars in 1875-76 were 145 and 6,784.

(3) *Sátára.*—This Collectorate has been struggling with the adverse influences resulting from the famine, aggravated by the excessive rain-fall of the beginning of last monsoon and the visitation of rats just as the rabi crops were ripening. These things considered, the decrease of 77 pupils is not unsatisfactory. * * * The Deputy reports that the enhanced rates of fees are severely felt and affect the attendance. The higher rates, it will be remembered, only affected the higher Standards IV., V., and VI. The rates for Standards I. to III. continue the same. The increased rates were introduced in 1875-76, the year of maximum prosperity, when there were 222 schools and 11,511 scholars. It is doubtful whether the higher rates would have been felt at all had it not been for the hard times which have since prevailed. Even as it is, there has been some compensation in the increased efficiency under the higher standards, which only those who really desire higher education will pay for. This is strikingly shown by this year's figures :—Under Standard IV., 204 boys passed in all heads against 131 last year ; under Standard V., 82 against 63 ; and under Standard VI., 26 against 11.

(4.) *Ratnágiri.*—Ratnágiri differs from the Collectorates of the Central Division just mentioned in having to go back to 1872-73 for its maximum prosperity. In that year its numbers were 174 schools and 9,316 scholars. Since then it has year by year lost in schools, though the attendance has not fallen to the same extent. The following are the figures for each year :—

Year.	No. of Schools.	No. of Scholars
1872-73	174	9,316
1873-74	153	8,271
1874-75	143	8,711
1875-76	139	8,363
1876-77	134	8,180
1877-78	136	8,571
1878-79	117	8,006

The explanation of this progressive decrease is 'want of funds.' At the end of 1872-73 the unpleasant discovery was made that the annual recurring charges were more than the income, and it has been a constant struggle ever since to restore the financial equilibrium with the least possible contraction of educational effort. As explained last year, it is very difficult to keep up efficiency under these circumstances in the existing schools, and impossible to open new ones. The Deputy thinks that Rule 4 of Chapter VI. of the Masters' Code, which restricts the teaching of Standards IV. to VI. to schools of at least 40 boys, has an unfavourable effect on the attendance of some schools, but the present state of our funds is sufficient in itself to account for everything. The increased rates of fees introduced in 1875-76 had at first the effect of reducing the number of boys under the higher standards from 1,554 to 1,427. This effect was temporary, and the number has since risen to 1,548 last year, and to its present number 1,645.

(5) *Thána.*—The general state of the primary schools in Thána is not unsatisfactory. There is no diminution in the number of schools, and there is an increase of 320 boys and of Rs. 121-5-3 in fees. The ratio of attendance to total number was 73, and the examinations yielded a fair figure of efficiency. The Deputy Inspector thinks that all these results would have been better but for the operation of the retarding influences specified last year, viz. unhealthiness of district, and proximity to famine districts and general distress, and to some unfavourable influences due to the first working of the Forest and Abkári regulations. Later

numbers of children, he says, are now employed in collecting cow-dung as a substitute for the loppings of trees formerly allowed as 'rab' but now stringently forbidden. Large numbers of dealers in wood have also been deprived of their occupation, and their children, of course, are withdrawn from the schools. These, it may be hoped, are but temporary effects of the new regulations, and their substantial benefits will be felt in future. In the meantime I have requested the Collector to revive the Government Resolution of March 1875, allowing free grants of wood for the construction of village schools, and hope to assist several villages in that way. Thána has had *two* periods of about equal maximum prosperity, 1872-73 and 1875-76. The first was due to the opening of new schools, but was checked in the following year by the order requiring the Táluka Funds to be spent only in the táluka which contributed them. The decline since 1875-76 is due to the general causes already detailed, all more or less connected with the famine. The exact figures since 1871-72 are as follows :—

Year.	No. of Schools of all grades.	No. of Scholars.
1871-72	140	7,336
1872-73	154	7,761
1873-74	140	7,334
1874-75	141	7,415
1875-76	150	7,720
1876-77	148	7,236
1877-78	151	6,975
1878-79	151	7,321

The enhanced rates of fees are not reported as affecting the attendance in this Collectorate as they affect,—and that but in part,—only the 13 'superior schools' out of the total of 139. With regard to future financial prospects the Deputy expresses his opinion that they will continue unsatisfactory until the Legislature compels municipalities, on the analogy of the one-third distribution of the Local Cess, to devote a fixed proportion of their incomes to the purposes of primary education.

(6) *Kolába.*—The general state of this sub-division is in some respects the most satisfactory of the six. The number of schools is the same as last year, but that at Natey having been promoted from inferior to superior, we now have 9 superior to 57 inferior. Of the old superior schools, 3 have been remarkably prosperous : those at Alibág, Pen and Mahád. The general result is that the maximum number of schools and scholars in this sub-division is in the year under report, as will be seen from the following :—

Year.	No. of Schools.	No. of Scholars.
1870-71	59	3,467
1871-72	65	3,568
1872-73	66	3,546
1873-74	61	3,621
1874-75	63	3,733
1875-76	62	3,546
1876-77	65	3,402
1877-78	67	3,559
1878-79	67	3,808

The general remarks made concerning the condition of the people of Thána and the financial prospects of our schools, apply also, to a qualified extent, to Kolába. The superior healthiness of Kolába has moderated the unfavourable influences which have been at work in Thána, but they have done mischief here also.

(7) *Bombay.*—Both Maráthi and Gujaráti vernacular schools have been on the whole satisfactory. The increases shown in the table are directly due to the additional Municipal grant of Rs. 5,000, which was spent in a manner entirely satisfactory to the Municipal Corporation. The Municipal Comissioner in his report for the calendar year 1878 says, 'I learn from Mr. Kirkham, the Acting Educational Inspector, that the increased Municipal grant enabled the Educational Department to open eight new primary schools, three of which are Maráthi and 5 Gujaráti. In deference to opinions expressed by Members of the Corporation, one Maráthi school and four out to the five Gujaráti schools are for girls. The increased grant also enabled the Department to hire healthier quarters for some of the schools, to improve their furniture, and in a few cases to slightly add to the salaries of the teachers by giving them what is known as proficiency allowances.'

Applications for new Village Schools.

Applications for new schools were received during the year under report as follows :—

Poona	6
Sholápur	2
Sátára	15
Ratnágiri	17
Thána	9
Kolába	1
	50

Out of these 3 were granted to Thána by transfer of schools which had failed in the same district, but all others had to be refused. As I remarked last year the number of

applications is no correct measure of the number of schools wanted, as people now know it is no use applying. If funds permitted, I believe, 150 fresh village schools could be opened and filled with boys in the Central Division.

As regards the financial outlook and the prospects of extending vernacular education in this Division my year's experience does not enable me to materially add to the remarks submitted last year. The sources of income are still the five enumerated in my last report, and the prospects of increase in any of them as hopeless as before. Side by side with this inelasticity of revenue we have constantly increasing demands for new schools and our painful inability to satisfy them. The problem, now become a pressing one, is to provide more money for primary schools. The solution will probably include a consideration of the possibility of revising the distribution of the Local Cess so as to give a larger share than a third to schools, and a renewed experiment towards imposing upon the urban populations the sole charges for the town schools which at present unfairly tax the cess contributed by purely agricultural cess-payers."

APPENDIX L.

Extract from Mr. Hart-Davies' Report on Vernacular Schools (Boys') in Sind.

"The causes which have led to this decrease in primary education are various. In the first place, it does not appear that the effective desire for education is at all on the increase among the rural population of Sind; and though much is occasionally done by local influence the effect appears but transitory. Occasionally a local zamíndár, or a mukhtiárkar, who takes an interest in education is able to raise a school, and maintain it with a tolerable number of boys; but on the death or departure of the zamíndár or on the removal of the mukhtiárkar an instant re-action sets in, and the school is deserted. The bad seasons of the last few years also have had a very prejudicial effect on education. The year before last was marked with an unsually low inundation, and last year the height of the inundation and the consequent destruction of crops by floods were absolutely unprecedented. Distress has been rife throughout the province, and under these circumstances parents will not send their children to school when they are able by tending cattle, or by other labour, to earn a few annas fort he benefit of the family. It has thus been found necessary to close four schools in the Hyderabad Sub-Division, as they were simply deserted by the scholars; one, that at Thuda in the Thar and Párkar Districts, being completely washed away by the floods; and the local authorities reported that there was no chance of the number being got up again at all events for the present; and in Kurrachee 5 Government and four indigenous schools were closed and only 3 Government schools opened. The decrease in monthly attendance also depends on many causes. Owing probably to the heavy rains of last year fever has been prevalent throughout the province, and this fact has considerably diminished the average: indeed, in some cases the schools are emptied. A temporary cause of this diminution in average attendance, which may perhaps deserve mention and which is curious as showing the low intellectual state in which the people of the province still are, attracted some observation last February. A rumour had spread among the people that our guns in Afghanistan had been bewitched, and had refused to go off, and that Government had, in consequence, been obliged to smear them with blood, and with this object had ordered the forcible circumcision of all male children in the country. The panic caused by this rumour was excessive, and the schools were almost deserted for some days. The source of this absurd idea has not been traced, but it appeared to have originated in Upper Sind."

APPENDIX M.

Results of Instruction in Government and Private Schools in point of quality as shown by Numbers passed under different Standards.

I.—Standards for European and Eurasian Schools.

Aided Schools.

Class of Schools.	Number of separate Schools examined	Number of Average Attendance of Schools examined.	Number of Scholars presented at first examination.	Total number of Scholars examined under the Standards	Standard I: 1st Head.	Standard I: 2nd Head.	Standard I: 3rd Head.	Standard I: Needle work.	Standard I: Passed in all Heads.	Standard II: 1st Head.	Standard II: 2nd Head	Standard II: 3rd Head.	Standard II: 4th Head	Standard II: Needle-work	Standard II: Passed in all Heads.	Standard III: 1st Head.	Standard III: 2nd Head.	Standard III: 3rd Head.	Standard III: 4th Head	Standard III: Needle-work.	Standard III: Passed in all Heads.
High Schools ..	8	971·5	789	789	163	155	165	28	148	151	134	154	139	33	124	104	122	123	93	22	66
Middle Class Boys' Schools ..	3	67·0	55	55	19	19	18		15	11	11	12	4		3	8	7	10	5	.	5
Middle Class Girls' Schools ..	6	347·5	249	249	57	56	62	40	39	39	35	45	33	30	16	34	41	45	26	19	20
Middle Class Mixed Schools	2	67·0	41	41	6	7	8	..	6	10	6	10	8	1	5	9	9	8	8	1	4
Total ..	19	1,443·0	1,134	1,134	245	237	253	68	208	211	188	221	183	64	148	155	179	192	132	42	95

Number of Scholars Passed (continued)

Class of Schools.	Standard IV: 1st Head	Standard IV: 2nd Head	Standard IV: 3rd Head	Standard IV: 4th Head	Standard IV: Needle work	Standard IV: Passed in all Heads.	Standard V: 1st Head	Standard V: 2nd Head.	Standard V: 3rd Head	Standard V: 4th Head	Standard V: Needle work	Standard V: Passed in all Heads	Standard VI: 1st Head	Standard VI: 2nd Head	Standard VI: 3rd Head	Standard VI: 4th Head.	Standard VI: Needle work.	Standard VI: Passed in all Heads	Standard VII: 1st Head	Standard VII: 2nd Head	Standard VII: 3rd Head.	Standard VII: 4th Head.	Standard VII: Needle-work.	Standard VII: Passed in all Heads.	Standard VIII: 1st Head	Standard VIII: 2nd Head	Standard VIII: 3rd Head	Standard VIII: 4th Head.	Standard VIII: Needle-work.	Standard VIII: Passed in all Heads.
High Schools ..	72	85	96	61	17	36	66	52	70	45	12	26	40	36	36	36	15	18	19	20	18	19	3	12	27	23	27	20	4	13
Middle Class Boys' Schools ..	4	1	2	3	..	1	1	1	1	1		1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Middle Class Girls' Schools ..	26	23	28	21	27	16	17	16	19	11	5	8	1	1	1	1	..	1	..	..	..	.	..	..	..	..	..	..	..	[illegible]
Middle Class Mixed Schools	1		1	1	..	.	2	2	2	2	..	2	4	4	4	1	..	1	4	4	4	8		8	..	..	..	..	..	[illegible]
Total ..	108	108	127	86	44	53	86	71	92	59	17	37	45	41	41	38	15	15	23	24	22	28	3	15	27	23	27	20	4	13

II.—Standards for Anglo-Vernacular Schools.

Government, Aided, and Inspected Schools.

Class of Schools.	Number of separate Schools examined.	Number of Average Attendance of Schools examined.	Number of Scholars presented at First examination.	Number of Second Examination of same Schools.	Number of Scholars presented at Second Examination.	Total Number of Scholars examined under the Anglo-Vernacular Standards.	Total Number of Scholars examined under Vernacular Standards.	Number of Scholars Passed under Anglo-Vernacular Standards.																											
								Standard I.						Standard II.						Standard III.						Standard IV.						Standard V.						Standard VI.					
								1st Head.	2nd Head.	3rd Head.	4th Head.	Needle-work.	Passed in all Heads.	1st Head.	2nd Head.	3rd Head.	4th Head.	Needle-work.	Passed in all Heads.	1st Head.	2nd Head.	3rd Head.	4th Head.	Needle-work.	Passed in all Heads.	1st Head.	2nd Head, Vernacular.	2nd Head, Classic.	3rd Head.	4th Head.	Passed in all Heads.	1st Head.	2nd Head, Vernacular.	2nd Head, Classic.	3rd Head.	4th Head.	Passed in all Heads.	1st Head.	2nd Head, Vernacular.	2nd Head, Classic.	3rd Head.	4th Head.	Passed in all Heads.
High schools	24	3,798·9	3,152	..	..	3,107	..	282	242	231	277	..	137	226	194	185	189	..	117	276	285	237	265	..	180	553	530	404	476	540	319	514	485	326	424	438	246	376	357	216	333	300	183
First Grade Anglo-Vernacular Schools .	43	3,310·1	2,797	1	20	2,797	..	829	823	796	800	6	515	687	660	604	604	3	446	530	549	513	490	3	402	99	85	24	100	93	61	62	63	9	62	56	43	12	13	..	13	15	8
Second Grade Anglo-Vernacular Schools .	67	5,787·2	6,243	10	653	1,253	4,683	493	492	444	460	..	325	272	257	214	235	..	166	168	162	146	178	..	110	15	19	4	15	16	12	..	..	..	..	..	..	..	..	..	..	..	..
Total..	134	12,895·3	12,192	11	673	7,157	4,683	1,604	1,557	1,471	1,537	6	977	1,185	1,111	1,003	1,009	3	729	972	996	896	933	3	692	667	634	432	591	649	392	577	548	335	486	494	289	388	370	216	346	315	191

Class of Schools.	Number of Scholars Passed under Vernacular Standards.																																	
	Standard I.			Standard II.						Standard III.							Standard IV.							Standard V.						Standard VI.					
	1st Head.	2nd Head.	Passed in all Heads.	1st Head.	2nd Head.	3rd Head.	4th Head.	Needle-work.	Passed in all Heads.	1st Head.	2nd Head, Vernacular.	2nd Head, Classic.	3rd Head.	4th Head.	Needle-work.	Passed in all Heads.	1st Head.	2nd Head, Vernacular.	2nd Head, Classic.	3rd Head.	4th Head.	Needle-work.	Passed in all Heads.	1st Head.	2nd Head.	3rd Head.	4th Head.	Needle-work.	Passed in all Heads.	1st Head.	2nd Head.	3rd Head.	4th Head.	Passed in all Heads.
High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
First Grade Anglo-Vernacular Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Second Grade Anglo-Vernacular Schools	930	1,023	762	893	876	845	851	70	543	622	666	50	749	638	7	493	373	506	..	597	424	6	301	129	148	173	126	6	95	30	43	39	26	22
Total..	930	1,023	762	893	876	845	851	70	543	622	666	50	749	638	7	493	373	506	..	597	424	6	301	129	148	173	126	6	95	30	43	39	26	22

III.—Standards for Vernacular Schools.

Government, Aided, and Inspected Schools.

Class of Schools	Number of separate Schools examined.	Number of Average Attendance of Schools examined.	Number of Scholars presented at First Examination.	Number of Second Examination of same Schools.	Number of Scholars presented at Second Examination.	Total Number of Scholars examined under the Standards.	Number of Scholars Passed — Standard I: 1st Head	2nd Head.	3rd Head.	Needle work	Passed in all Heads.	Standard II: 1st Head	2nd Head	3rd Head	4th Head	Needle work	Passed in all Heads
Primary Boys' Schools	3,701	141,893·5	1,28,655	227	7,060	120,400	28,827	28,160			24,262	22,550	20,460	23,402	20,250		15,117
Primary Girls' Schools	207	6,789·1	4,607	43	767	4,312	1,392	1,455	129	75	1,173	703	884	918	778	43	549
Primary Mixed Schools									..								
Jail Boys Schools	9	346·7	162		..	117	20	12			12	16	7	16	6		3
Police Boys' Schools	10	345·5	329	..		189	25	29			21	38	24	36	23		16
Primary Indiginous Schools	61	2,491·8	2,010	..		2,010	538	578	9		373	353	356	287	129		76
Night Schools	40	636·9	535	11	144	535	102	96	38		70	109	116	102	19		60
Industrial School, Dhárwár	1	27·5	9			9	1	1	1		1	6	3	8	3		3
Total	4,629	152,531·[illegible]	131,207	281	7,971	127,572	30,905	30,231	177	75	25,912	23,775	21,850	24,764	21,208	42	15,824

Class of Schools	Standard III: 1st Head	2nd Head, Vernacular	3rd Head	4th Head	Needle work	Passed in all Heads.	Standard IV: 1st Head	2nd Head, Vernacular	2nd Head (Classics)	3rd Head	4th Head	Needle Work	Passed in all Heads
Primary Boys' Schools	14,120	14,713	15,996	13,812	.	9,593	7,772	7,998		9,301	7,522	.	5,801
Primary Girls' Schools	306	367	341	358	61	214	135	164		167	140	12	87
Primary Mixed Schools			.				.			.			
Jail Boys Schools	11	7	10	4		4	8	5		5	6		2
Police Boys' Schools	18	15	16	11		3							
Primary Indiginous Schools	209	189	151	97		50	99	98		66	55		23
Night Schools	61	70	47	36		26	16	15		11	12		9
Industrial School, Dhárwár			..	..				..			.		
Total	14,725	15,361	16,561	14,318	61	9,890	8,030	8,280	.	9,550	7,735	12	5,422

Class of Schools	Standard V: 1st Head	2nd Head, Vernacular	3rd Head	4th Head	Needle work	Passed in all Heads	Standard VI: 1st Head.	2nd Head.	3rd Head.	4th Head.	Needle-work.	Passed in all Heads.
Primary Boys' Schools	3,759	3,504	4,402	3,309		2,389	1,087	1,162	1,179	1,004	.	753
Primary Girls' Schools	50	72	68	45	5	27	16	16	21	15	7	9
Primary Mixed Schools			.	..		..	..			..	.	..
Jail Boys Schools		..		..		..		.	..	..		..
Police Boys' Schools		.	.				.	..	..	..	.	..
Primary Indiginous Schools	49	63	64	51		30		..	..	..		..
Night Schools	11	12	14	5		4		..	..	..		.
Industrial School, Dhárwár		..		..		..		..	.			
Total	3,869	3,651	4,548	3,410	5	2,450	1,103	1,178	1,200	1,019	7	761

APPENDIX N.

Resolutions of Government regarding the Educational Department.

(1) Botanical Gardens.

Extract from Government Resolution No. 110A, dated 16th January 1879, General Department.

"During August 1878 the attention of the Government of Bombay was given to the formation of a Botanic Garden at Ganesh Khind near Poona. The questions thereto pertaining were referred to a Committee of specially selected and highly qualified officers, namely :—

Colonel Palin.	Dr. Gray.
Mr. Shuttleworth.	Major Mant, R.E.

Besides the matters pertaining to the Ganesh Khind Garden, the Committee's consideration was invited to the question whether Poona or Bombay should be chosen as the place for the principal botanic garden of the Bombay Presidency.

2. After much enquiry and consideration the Committee deem Poona to be, on the whole, the best place for this important institution. They submit an elaborate and interesting report, and sum up their recommendations under eighteen heads. These recommendations are all highly approved by the Government of Bombay, with the intention of carrying them out whenever financial means shall permit. Some of them must for want of available resources stand over for the present. Some of them, however, may be sanctioned now, as given below, namely :—

That on the present site at Ganesh Khind be established the chief botanic garden of the Bombay Presidency, and that its extent be forty acres or thereabouts.

That a small branch garden, consisting of four or five acres, be established in Bombay, and that Grant College compound be selected for this purpose.

That the Superintendent be relieved of his present incongruous duties of oil-presser and drug manufacturer, and that the oil and pharmaceutical apparatus be transferred to the Medical stores.

That part of the garden-house thus vacated be fitted up as a library and class-room, and that certain selected botanical books and diagrams be purchased.

That a complete Standard Herbarium of the indigenous plants of Western India be formed, and that it be kept permanently in the garden-house at Ganesh Khind, certain rooms therein being fitted up for the purpose.

That the main scientific garden be laid out in the irregular picturesque style with special reference to landscape effect; and that the planting of the garden be carried out gradually and without any undue haste.

That the chief resources of the garden be devoted to the bringing together of the indigenous plants of Western India, and that until this is satisfactorily accomplished no pains be taken, except in special cases, to introduce foreign plants.

That the details of the planting and laying out of the scientific garden be left in the hands of the present Superintendent.

That the system of interchange with other botanical gardens of seeds and living plants, be developed to as great an extent as possible.

In these and other respects the services of the present Superintendent, Mr. Woodrow, will be most useful.

---

(2) School Fees

Educational Grants.

No. 1950.

Financial Department.

Bombay Castle, 7th June 1879.

Letter from the Director of Public Instruction, No 6132, dated 5th March 1879—Pointing out, in reply to Government Resolution No. 677, dated 25th February 1879, that the withdrawal of the grant of Rs. 12,000 sharpened the desire to effect savings on Provincial schools, but that the transfer of Rs. 7,956 would have been admissible even without the withdrawal of Rs. 12,000, and sooner or later would have been proposed to Government and sanctioned according to custom, that the fee receipts have risen from Rs. 1,21,419 to 1,54,986, and if Government had recognized this increase and given even a portion of it to primary schools, much might have been done to bring up backward and poor districts to the general level, and that as it is, there is no encouragement to educational employés to be careful in the collection of receipts.

Memorandum from the Accountant General, No. C. B.-221, dated 5th April 1879—Forwarding a statement of fees collected during the years from 1874-75 to 1878-79, together with a statement of the total receipts and expenditure on account of education, for the same period as required by Government; and stating that the figures do not quite bear out the statement of the Director regarding the increase of fees.

Memorandum from the Director of Public Instruction, No. 485, dated 5th May 1879—Replying to Government reference calling for an explanation of the difference between the figures given by him and those by the Accountant General on account of receipts from school fees for the years 1874-75 to 1877-78.

Memorandum from the Accountant General, No. C.B.-2735, dated 23rd May 1879 :—

The undersigned has the honour to state that the Grant Medical College fees and the certificate fees alluded to are not credited as educational receipts; the former are shown in the accounts as medical receipts, and the latter during the last two years as miscellaneous receipts, and both were therefore omitted from the statement of school fees, submitted to Government with this office report No. C B.-221, dated the 5th ultimo.

2. In regard to the additional grant of Rs. 12,000 claimed by the Director, the undersigned begs to observe that although in 1877-78 there was an increase in school fees, there was also an increase under charges for that year. The actual charges on account of contribution to Local Funds for primary schools from 1874-75 to 1877-78 are as follows, viz :—

For 1874-75 ...			...	Rs. 2,52,813
„ 1875-76 ...			.	„ 2,55,816
„ 1876-77 ...	...	..		„ 2,53,707
„ 1877-78 ..	...	...	..	„ 2,61,068

The above charges, with the exception of that for 1877-78, were debited in the Provincial Accounts to "12, Contribution to Local Funds," and if for comparison they are included under education, the total Educational charges shown in the statement furnished with this office report, quoted above, will stand as under :—

Year	Total Receipts.	Total Expenditure including Contributions to Local Funds.	Net Receipts.	Excess Expenditure.
	Rs.	Rs.		Rs.
1874-75 ...	1,95,793	13,04,266		11,08,473
1875-76 ..	1,96,576	12,58,017	.	10,61,441
1876-77	2,04,194	12,17,371	..	10,13,177
1877-78 ...	2,10,273	13,14,437	...	11,04,164

RESOLUTION.—In 1874 the Director of Public Instruction applied for an additional grant of Rs. 12,000 on account of primary education for 1874-75, and as he promised a corresponding increase in receipts during that year from fees from English Schools, the application of the Director of Public Instruction was sanctioned in Government Resolution No. 895, dated 19th March 1874, Financial Department.

2. In September 1875, when the actual figures for 1874-75 were known, the Accountant General pointed out to Government that instead of an increase of Rs. 12,000 in the receipts from fees, there was actually a falling off to the extent to Rs. 8,983 below the amount originally estimated.

3. Government accordingly in their Resolution No. 3228, dated 8th October 1875, decided as follows :—

"The Director of Public Instruction obtained a grant of Rs. 12,000 extra from Government on the understanding that an equivalent amount would be raised by fees. He has not only not done so, but the return from his fees is *less* than originally estimated.

"The Director of Public Instruction should be informed that, under these circumstances, the sum of Rs. 12,000 must be retrenched from the budget for 1876-77."

4. In his letter No. 3852, dated 30th October 1875, the Director of Public Instruction represented the difficulty of forming correct estimates, and requested that as the grant of Rs. 12,000 was given to the poorest districts, and could not be recalled without closing many vernacular schools, it might be allowed to stand in the budget.

5. Government in their Resolution No. 3884, dated 26th November 1875, decided as follows :—

"Government regret that they cannot alter the decision already arrived at, that the sum of Rs. 12,000 must be retrenched from the budget for 1876-77. That sum was granted in expectation of an increase of receipts which has not been fulfilled, and Provincial Revenues cannot stand unintended increases of expenditure."

6. In his letter No. 4655, dated 13th December 1875, the Director of Public Instruction reported to Government some re-distribution of charges which he proposed to make, whereby he effected a saving of Rs. 7,956, and requested that this amount might be allowed to him as an additional grant for Vernacular Schools.

7. This arrangement was sanctioned by Government Resolution No. 118, dated 10th January 1876.

8. Thus out of Rs. 12,000 which the Director wanted for Vernacular Schools, he obtained for that purpose Rs. 7,956, or Rs. 4,044 less.

9. In 1877 the Director of Public Instruction again requested that the grant of Rs. 12,000 might be renewed for 1878-79.

10. On this Government in their Resolution No. 4411, dated 17th October 1877, passed the following orders :—

"Government regret that under the present financial pressure and in face of more urgent claims, they are unable to comply with the request of the Director of Public Instruction."

11. In 1878 the Director requested that the grant might be renewed for 1879-80, and Government in their Resolution No. 4447, dated 2nd December 1878, informed him—

"In the present condition of the finances, Government regret that they cannot sanction a further grant of Rs. 4,044,* for Vernacular Schools."

* Being the sum which in addition to Rs. 7,956 (already granted) makes up the sum of Rs. 12,000.

12. In his letter No 4123, dated 26th December 1878, the Director represented that he asked for the grant of Rs. 12,000, independent of the sum of Rs. 7,956 which was allowed to him out of the savings effected. The claim for Rs. 12,000 is separately based upon the increase that has occurred in receipts from school fees, which have risen, he says, from 1874-75 to 1877-78, as shown below ;—

1874-75	Rs. 1,25,010
1875-76 ...	„ 1,34,622
1876-77	„ 1,44,468
1877-78	„ 1,54,986

The Director added—

"I submit that we have a claim for any excess of receipts over the original estimate. If Government does not recognise this claim, one of the motives for a rigid collection of fees is taken away from us; and it would be our interest to relax the rules relating to fees and so to increase the number of boys learning English."

13. In his letter now under consideration (No. 6132, dated 5th March 1879,) the Director has urged the same argument.

14. Thus the claim for an extra grant is wholly based upon the point that the receipts from school fees have much increased. It will, however, be seen from the last report of the Accountant General, No. C B.-2735, dated 23rd ultimo, that with the receipts the expenditure has also increased, that in the net result the Provincial Services have no gain to show, and that the extra grant applied for by the Director of Public Instruction will constitute a new charge without a corresponding set off. The years 1875-76 and 1876-77 compare favourably with 1874-75, but in 1877-78 the net expenditure comes to the same as that in 1874-75.

15. In addition to the above reasons against sanctioning the extra grant applied for by the Director of Public Instruction are the stringent orders of the Government of India to keep down the expenditure and not to sanction any new charge, and under the circumstances recapitulated above, Government are unable to comply with the request of the Director of Public Instruction

J. B. PEILE,
Acting Chief Secretary to Government.

To

The Director of Public Instruction,
The Accountant General,
The Educational Department of the Secretariat

(2)—School Statistics.

No. 6550 of 1878-79

K. M. CHATFIELD, Esq, M.A.,
Director of Public Instruction.

To

J. B. PEILE, Esq, C.S.,
Acting Chief Secretary to Government.

EDUCATIONAL DEPARTMENT.

Poona, Office of the Director of Public Instruction, 31st March 1879.

SIR,

With reference to the correspondence ending with Government Resolution, Educational Department, No. 214 of the 20th ultimo, I have the honour to report that the orders of the Government of India sent with Government Resolution, Educational Department, No. 72 of the 22nd of January, give us power to use the old forms for the report of the year now ending, if a change now "would cause considerable labour or inconvenience." As the change to the new forms would cause very considerable labour, inconvenience, expense, and delay, I have the honour to request sanction to postpone the introduction of the new forms until next year. In anticipation of Government sanction I have already informed the Inspectors that the work of compilation is to be continued as before for the reports due after the end of this month.

2. With regard to the forms themselves, I have the honour to report that there has been a great improvement effected since the correspondence ending with Government Resolution, Educational Department, No. 197 of the 25th February 1876; but that the main objection still remains, that the forms now prescribed necessitate one uniform system for the whole of India, and that as I before pointed out the adoption of the forms means the entire re-organization of our schools and the loss of all liberty of expansion and alteration according to the opportunities and requirements of the future.

3. The Bombay school course is shown in the diagram appended to this letter.

In this diagram there are marked stages as under :—

(1) Vernacular Standard IV. qualifies for admission to an English class.

(2) Vernacular Standard VI. qualifies for a 2nd Class Certificate for the Public Service, and for admission to a Normal School.

(3) Anglo-Vernacular Standard III. qualifies for admission to a High School class.

(4) Anglo-Vernacular Standard V. qualifies for a 1st Class Certificate for the Public Service.

(5) High School Standard VII. is the Matriculation or University Entrance Examination.

This classification of studies has been gradually developed according to the experience of years; and the system at present in force has given satisfaction to the people as well to managers of schools. At the same time we hitherto had power to alter and develop the system from time to time. But with the new rules now ordered by the Government of India, we not only lose all control over the curriculum in the future but must re-organize immediately, and sacrifice everything in order to make our schools fit into the standards now laid down. That this is so, will be apparent from an examination of these new Standards.

4. The classification of the Government of India consists of—

(1.) The lower primary examination.

(2.) The upper primary examination.

(3.) The middle examination.

(4.) The Matriculation.

The Government of India Standard (4)* of course corresponds with the Bombay Standard (5). But it will be seen from rule 7 that the High School course is expressly limited to 2 years, whereas in Bombay 4 years have been found to be necessary. We must, therefore, divide each of the old High Schools into a High School and a middle school with separate returns. This at once involves great additional clerical work, and also a double set of statistics, the one for financial returns, which under rule 6 will be the same as at present and include both the High and Middle classes, and the other for the educational returns, which under rule 7 will be separate for the High and Middle classes.

* Matriculation.

By the definition of the Government of India, given in rule 7, the Middle School examination must be our present Anglo-Vernacular Standard V., which leaves a two year's course for the High Schools. At present this Anglo-Vernacular Standard V. has 2 sides, the one classical which is the 2nd standard of the 4 year High School course, and the other Vernacular, which is the real Middle Class examination* of the Presidency. But under the Government of India orders the distinction between the Classical and the Vernacular sides will be lost, and with it will be lost the possibility of development hereafter in accordance with the principle adopted in England for the "classical" and "modern" sides of public schools, and in Germany for the distinction between "real" and ordinary schools; and this valuable distinction will be lost just when additional emphasis is given to it by the establishment of schools for medicine and for the study of agriculture, and at a time when the subordinate classes in Engineering have been brought into prominent notice by the good work done during the famine by students passed from them. On the whole matter it appears that the terms 'Middle Class' and 'Middle School' have been confounded, and that the middle class test is ignored and reduced to be merely a preparatory standard to be passed before entrance upon a two years' High School course, in order that High Schools in provinces other than Bombay may be forced to adopt the Bombay rule of admitting only those who have passed the middle school examination.

*Qualifying for subordinate posts in the public service, &c.

Passing on to the upper primary school examination, I find that this is defined as the qualifying test for admission to a course of study to extend over three years, and ending with the middle school examination. Here again the object in view appears to be the very proper one of introducing elsewhere the Bombay practice of making boys pass a certain standard in the vernacular before allowing them to study English. But the rule as it stands contains two mistakes, which will have an injurious effect upon our schools. In the first place the previous limitation of the High School course to two years, and this limitation of the middle or preparatory school course to three years, makes the whole course for Matriculation consist of 5 years' study of English: whereas experience has proved that seven years are required in Bombay. The consequence is that we are required to reduce our course by two years before we can adopt the Government of India's forms: and to make this reduction possible it is necessary that the University should be called upon to alter its test and cut it down until it will fit the Government of India standard. A further inconvenient consequence of the rule will be the multiplication of returns for middle† schools, and (unless the Treasury Officers are instructed to alter their budget and account forms) the impossibility that will be felt in reconciling the accounts of the Treasury with educational statistics. A still more serious consequence of the ruling, and what I venture to call the second mistake, is the fact that the definitions of the upper primary and middle school examinations make it impossible for us to fit in our higher vernacular course. The upper primary examination, as defined by the Government of India, corresponds to the Vernacular Standard IV., but by the definition qualifies for the middle school course of three years, and this middle school examination is defined as qualifying for a High School course of two years ending in Matriculation or an examination of equal difficulty. Here there is no possibility of fitting in our two most valuable Vernacular Standards V. and VI., the last of which qualifies for the Second Class Certificate, (*i. e.*, qualifies for admission to the Vernacular branch of the Public Service, to Normal Schools, &c). Here again, the rules of the Government of India necessitate a reduction of our curriculum, and a renunciation of the second bifurcation of studies which has been found so suitable and to solve so many difficulties the people or school managers before felt.

†Under the old orders of the Government of India, schools were classed according to the highest standard taught. Hence a small High School with middle classes appeared as one institution to the great saving of money and trouble.

Passing on to the lower primary examination, which corresponds with Vernacular Standard II. (the limit of teaching in branch schools and in good indigenous schools), I have the honour to point out that the definition of the lower primary and upper primary examinations, and the order that separate returns shall be sent in for the two divisions of primary schools ending with these two examinations, will add largely to clerical work, and that in forms alone there will be a great increase which will more than make up for any saving in printing the annual returns.

5. I give below a diagram showing the Bombay curriculum: and the impossibility of fitting in our schools to the new standards without radical changes, can be seen at a glance by putting this diagram side by side with one representing the Government of India standards.

6. With regard to rule 8, we have many high and middle schools, and many middle and primary schools, but no composite schools, such as high and primary; and the great increase of work which will be the result of the orders for separate returns for each class of schools, instead of classing schools according to the old rule by the highest standard taught, is well put by Mr. Jacob who writes as follows:—"With regard to the expenditure of composite schools, that is to say, of high and vernacular schools each with middle class standards attached to them, our present system of accounts is to debit the whole of the expenditure incurred on the school to that branch of it which belongs to the higher denomination. To retain our present system of accounts and divide the expenditure at the end of the year specially for the new tables, even if possible in every case, would lead to discrepancies

between the returns prepared by the Accountant General and by this Department. I assume therefore, that if the new tables are to be filled in according to the instructions now issued, there must first be some modification in our system of accounts. The master of a composite school, for example, will either have to prepare two sets of bills for his salary (if he teaches in the lower part of his school) as well as for rent, repairs, &c., or to prepare each bill in two sections but with one total. If the first of these courses were adopted, it would lead to considerable confusion in the accounts in regard to fixed charges, such as salary, rent, &c., which would henceforth fluctuate month by month in each of the two bills; while in the case of contingent charges supported by vouchers, it would some times necessitate a tradesman giving two stamped receipts where he would now give only one. If the second course were adopted, it would be impossible for the Accounts Offices to arrange the vouchers properly under a separate head of expenditure for each class of school, and much confusion and additional correspondence would be occasioned in the Account Department."

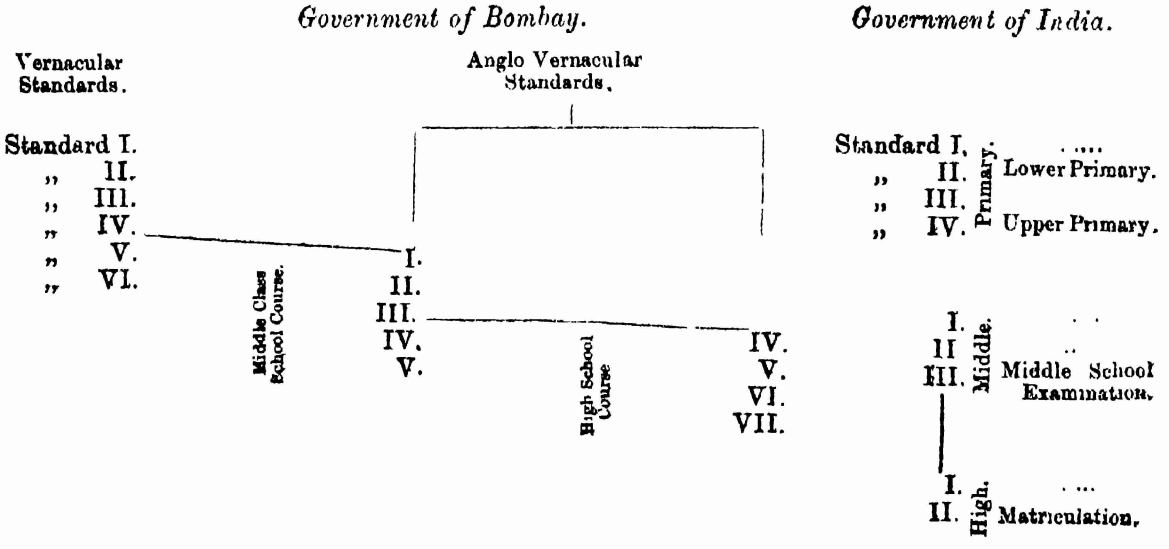
7. An additional objection to the new rules is this, that the Annual Report has hitherto aimed at comparing the results of the year under report with those of the previous year, whereas the object of the forms and rules now sent appears to be facility of comparison between different Presidencies and Provinces. As I reported before, this facility of comparison is already given by the four general forms* fixed in 1874 after reference to the Local Governments; and these four general forms which are simpler and better than those now proposed in place of them, would, with the text of the Annual Report, give all the information required for comparison of Presidency and Province. For the comparison of one year with another with regard to attendance, receipts, and expenditure, and results of schools, no information is required by the new rules, and thus everything of local importance appears to be sacrificed.

* Government Resolution, Educational Department, No. 508 of 7th May 1874.

8. On the whole matter, I respectfully contend that the four general forms of 1874 should remain, and that the Local Governments should have power to alter their subsidiary forms (based on the general forms) at discretion. At present it appears that the four general forms have not been followed in all Presidencies and Provinces; but we in Bombay have followed these forms, and have not yet received permission, which others appear to have taken, to alter the subsidiary forms in accordance with the recommendations made in this office No. 4657, dated 4th December 1874.

I have, &c.,

(Signed) K. M. CHATFIELD,
Director of Public Instruction.



No. 491 of 1879.

From

J. B. PEILE, Esq.,

Acting Chief Secretary to Government,

Bombay.

To

The SECRETARY to the GOVERNMENT of INDIA,

Home Department.

Educational Department.

Bombay Castle, 15th April 1879.

Sir,

With reference to the Resolution of the Government of India, No. ⅛-16, dated the 6th of January last, which forwarded for adoption statistical forms to be used in the educational reports of all provinces, I am instructed to forward to you for submission to the Government of India copy of a letter from the Director of Public Instruction in this Presidency in which he reports that it will not be practicable to introduce the new forms into the Educational Report of 1878-79.

2. In the same letter, the Director submits a representation on the changes introduced by the new forms to which I am directed to invite your attention with the following remarks.

3. The new statistical returns are introduced with the object of securing greater precision in the use of educational terms, so as to facilitate a comparison of the educational results in one province with those in others, and of reducing the bulk of the existing forms. But the rules for the preparation of statistical returns now approved go further than this, seeing that they prescribe the length of the school course in the middle schools and high schools, the subjects of examination in primary schools, and the period in the school course at which it is proposed to place each of the four examinations, the results of which alone are to be recorded in the returns.

4. I am to point out that these rules will in certain matters described by the Director conflict with the school system matured in this Presidency by careful observation and experiment in the course of the last ten years, and now found to be well adapted to the educational requirements of Bombay. His Excellency the Governor in Council believes that the Government of India will not desire to impose a material change in the educational system by the introduction of rules and returns, which are simply intended to record educational results in a more convenient shape.

5. I am to say, however, that, while it is hoped that the present Bombay school course and standards will not be disturbed, His Excellency in Council will direct that measures shall be taken by selecting from the periodical school examinations those corresponding to the four prescribed by the Government of India, and by subdividing the schools in the manner proposed in the new rules, to give in the educational reports after that for 1878-79 the statistics needed to fill up the tables now to be adopted, and to enable the Government of India to institute a comparison between the educational progress in Bombay and that in the other provinces.

I have, &c.,

(Signed) J. B. PEILE,

Acting Chief Secretary to Government.

No. 74.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 21st January 1880.

Letter from the Director of Public Instruction, No. 3406, dated the 29th October 1879—Submitting a copy of the report on Public Instruction for 1878-79, and requesting the usual permission of Government for its publication at an early date; requesting also the review of Government on the report so that it may be printed with it, and intimating that the tables required by the Government of India will be forwarded hereafter.

RESOLUTION.—His Excellency the Governor in Council desires to record the following remarks on the educational report for the last official year 1878-79.

The income available for expenditure in the Educational Department in the year 1878-79 was Rs. 77,841 less than in the preceding year. In Local Funds there was an increase of Rs. 14,355, but in Provincial Funds there was a large decrease of Rs. 92,196.

2. The increase in Local Funds is perceptible in all those Funds except two, and is particularly satisfactory in respect of (1) Fees, in which it amounts to Rs. 7,605, due partly to larger receipts and partly to the re-imposition of fees remitted in vernacular schools during the famine, and in respect of (2) Municipal assignments, in which it amounts to Rs. 6,053, due principally to an additional assignment by the Bombay Municipality towards primary schools, and in respect of (3) Funds of Native States which have been swelled by an addition of Rs. 10,807 on account of the opening of 55 new schools in the Native States of the Northern Division.

3. Against a total increase of Rs. 30,792 in Local Funds there has to be set off a small decrease in popular subscriptions of Rs. 535, and a large diminution of Rs. 15,902 in cess receipts. This latter decrease is, however, apparent only, as in the year 1877-78 there had been a very large increase of nearly a lakh and a quarter, due to the recovery of arrears of the previous year. The cess receipts during the last five years have been as follows:—

A.D.	1874-75	... Rs. 6,99,807
„	1875-76	... „ 7,18,334
„	1876-77	... „ 6,07,599
„	1877-78	... „ 7,29,554
„	1878-79	... „ 7,13,652

so that in the year under report they reached within Rs. 5,000, what they were in 1875-76, the year before the famine.

4. The income from Provincial Funds is taken to be the precise amount expended during the year from Provincial Revenues, *minus* Departmental Receipts, *i. e.*, in the year under report Rs. 12,80,517—Rs. 2,28,789 = Rs. 10,51,728. This, as above stated, is Rs. 92,196 less than in the year 1877-78, and this large decrease is distributed over almost every item of expenditure. In the costs of direction and inspection there was a diminution of nearly Rs. 24,000, due to several officers being absent on leave, the charges for the University were more than Rs. 10,000 less than in the previous year owing to savings in the cost of the establishment and to the grant for the University Examiners having been reduced from Rs. 30,000 to Rs. 20,000, and grants-in-aid were made to the extent of over Rs. 56,000 less than in 1877-78 when special grants for the endowments of the Máhim Orphanage and the Cathedral Choir School were sanctioned.

5. But although the expenditure on education from the Provincial Revenues amounted to Rs. 10,51,728 only, the total expenditure from all sources during the year was Rs. 29,81,611. This sum is made up as follows :—

Provincial Funds	...	Rs. 10,51,728
Local Funds	...	„ 12,40,366
Funds derived from private sources and expended by Native States ...	...	„ 6,89,517

So that, in general terms, it may be said that the expenditure on education in this Presidency amounted, in the year under report, to 30 lakhs, of which 10½ were derived from the Provincial Revenues, 12½ from Local Funds, and 7 from sources not under the control of Government, or of its officers. This was Rs. 77,368 less than the total expenditure in the previous year.

6. The expenditure from Local Funds, as compared with the income from that source, was in 1878-79 Rs. 12,40,366 against Rs. 13,11,261, showing an excess of Rs. 70,895 of receipts over expenditure.

7. The Governor in Council considers the statement of the receipts and expenditure of the Educational Department during the year 1878-79, as above reviewed, to be very satisfactory.

8. Grants-in-aid on the system of payment by results were awarded to the amount of Rs. 63,310, which was less by Rs. 1,269 than in the previous year. The schools for Europeans and Eurasians earned Rs. 1,826, and Colleges Rs. 525 more than in 1877-78. The Governor in Council would have been glad if a similar record could have been made regarding the schools for natives.

9. The sales at the Book Depôts appear to have fallen off all over the Presidency. This is ascribed by the Director of Public Instruction to the depression which the schools must, the Governor in Council fears, have recently felt, in common with all other institutions and all the varied interests, in the country at large. This is a point which should engage the Director's careful attention with a view to the removal of all preventible causes of a decline in the utility of these establishments. In 1877-78 the falling off in the receipts was even greater than in 1878-79.

The loss of over Rs. 5,000 by the dishonesty of the Depôt Agent at Dhárwár has led, under the orders of Government, to a thorough examination of the accounts and stock-in-hand of all the other depôts. The Governor in Council trusts that the Director of Public Instruction will see that the future annual examinations of the depôts are made, and that their results are reported in such a manner as to provide a real check against any dishonesty on the part of the agents in charge of them.

10. Looking to the results of the year under report Government regret to observe that whilst the number of educational institutions has increased by 188, the number of scholars has decreased by 5,289. This considerable decrease in the number of scholars is in itself a very serious fact, but following as it does upon two years in which there had been a similar decrease of 1,271 and 1,301 respectively, on the years immediately preceding, it calls for close examination. In the last two years there had been a simultaneous decrease in the number of schools and of scholars; but in the year under report the large decrease of scholars occurred in spite of an unusually large increase in the number of schools. In 1876-77 the number of schools was lessened by 14 and in 1877-78 by 47, but the general result of the three years is, as the Director of Public Instruction states, that "since 1875-76 we have gained 127 schools but lost 7,861 children."

11. The figures showing the number of educational institutions and scholars for the last six years, in the form desired in para. 4 of the Government Resolution on the Director of Public Instruction's report for 1877-78, are given in para. 17 of his present report, and it appears from them that up to and inclusive of the year 1875-76 there was a steady increase year by year both in the number of institutions of all descriptions and in the number of scholars attending them. The annual increase in the number of scholars exceeded

10,000 and in 1875-76 was more than 12,000. If this rate of progress had been maintained the number of scholars in 1878-79 would have been 30,000 or 35,000 more than in 1875-76 instead of being as it is, nearly 8,000 less.

12. Bringing together the figures of the last three years, the following Table is obtained :—

	Schools.								Scholars.							
	Increase.				Decrease.				Increase.				Decrease.			
	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.
Government Institutions	2	..	215	217	72	36	14	122	769	2,131	775	3,675	3,548	1,262	5,904	10,714
Aided do.	1	2	6	9	9	49	11	69	552	146	797	1,495	655	3,095	570	4,320
Inspected do.	53	36	5	94	1	1	15	17	942	529	190	1,661	13	..	641	654
Police and Jail Schools	12	1	2	15	..	..	..	..	682	250	85	1,017	..	..	21	21
Totals	..	..	..	335	..	..	..	208	..	..	..	7,848	..	..	..	15,709
							Add Increase	127			Add Decrease	7,861				
								335				15,709				

And from this table it appears that whilst the aided institutions have been decreased in number and a consequent decrease in the number of their scholars has ensued, and an increase in the number of inspected schools has been followed by an increase in the number of scholars attending them, the Government Institutions alone have been largely increased in number; but at the same time show some falling off in the number of their scholars. The figures are :—

	Schools.		Scholars.	
	Increase.	Decrease.	Increase.	Decrease.
Government Institutions*	95	.....	.....	7,039
Aided do.	.....	60	.....	2,825
Inspected do.	77	.....	1,007	.....

* An increase of 15 in the number of Police and Jail Schools has been attended with an increase of 996 in the number of persons attending those schools; but schools of this class are quite distinct from the ordinary Government Institutions.

13. The following Table shows in what grades of schools the increases and decreases of the last three years have taken place :—

	Schools.								Scholars.							
	Increase.				Decrease.				Increase.				Decrease.			
	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.
Government Institutions.																
Colleges, Arts, Law, Medicine, and Engineering	..	..	1	1	..	..	..	..	..	44	..	44	78	..	71	149
Engineering School, Hyderabad	..	..	..	..	..	..	..	..	2	..	..	2	..	..	4	4
Normal Colleges and Schools (Male)	..	..	..	..	..	1	..	1	..	..	..	..	102	56	36	194
Do. do. (Female)	..	..	..	..	..	..	1	1	3	2	..	5	..	..	5	5
School of Art	..	..	..	..	..	..	..	..	10	23	20	53	..	..	..	..
Industrial School, Dhárwár	..	..	..	..	..	..	..	..	..	..	..	..	10	..	11	21
Schools for Boys—																
High Schools	2	..	1	3	..	..	..	..	696	146	80	922	..	..	..	..
First Grade Anglo-Vernacular Schools	..	..	..	..	6	3	..	9	..	..	189	189	563	250	..	813
Second do. do.	..	..	..	..	3	3	5	11	..	..	..	..	239	692	549	1,480
Lower Class, Primary	..	..	210	210	26	21	..	47	..	1,436	..	1,436	1,592	..	4,965	6,557
Night Schools	..	..	..	..	33	8	8	49	..	..	..	..	947	264	263	1,474
Schools for Girls	..	..	2	2	3	..	..	3	58	480	410	948	..	..	..	..
Drawing School, Surat	..	..	..	..	1	..	..	1	..	..	..	..	17	..	..	17
Medical School, Poona	..	..	1	1	..	..	..	..	..	..	76	76	..	..	..	..
Total	2	..	215	217	72	36	14	122	769	2,131	775	3,675	3,548	1,262	5,904	10,714

	Schools.								Scholars.							
	Increase.				Decrease.				Increase.				Decrease.			
	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.
Private Institutions receiving Aid from Government.																
Colleges (Arts)	..	..	..	..	..	..	..	..	..	1	1	2	33	..	..	33
David Sassoon's Industrial and Reformatory Institution	..	..	..	..	..	..	..	..	..	12	13	25	1	..	..	1
Schools for Boys—																
High Schools	..	..	2	2	..	4	..	4	107	..	105	212	..	1,028	..	1,028
First Grade Anglo-Vernacular Schools	..	..	2	2	3	..	..	3	..	..	360	360	278	39	..	317
Second do. do.	..	..	..	..	2	..	..	2	20	10	..	30	..	..	40	40
Lower Class	..	..	..	..	4	5	4	13	..	..	..	..	193	271	526	990
Indigenous Schools	..	..	..	..	..	39	7	46	..	..	159	159	100	1,739	..	1,839
Night Schools	..	..	..	..	..	1	..	1	..	..	..	..	50	18	4	72
Schools for Girls	1	2	1	..	..	..	..	..	425	123	130	678	..	..	..	..
Drawing School, Surat	..	..	1	1	..	..	..	..	..	..	29	29	..	..	..	..
Total	1	2	6	9	9	49	11	69	552	146	797	1,495	655	3,095	570	4,320
Private Institutions not receiving Aid, but under Inspection only.																
Normal Schools (Male)	..	..	1	1	..	..	..	..	4	3	53	60	..	..	..	..
High Schools	..	..	1	1	..	..	..	..	..	90	73	163	13	..	..	13
Middle Class	..	..	..	..	1	1	3	5	125	3	..	128	..	..	97	97
Lower Class (Boys)	42	27	..	69	..	..	11	11	625	105	..	730	..	..	492	492
Night Schools	6	4	..	10	..	..	1	1	160	48	..	208	..	..	52	52
Female Schools	5	5	3	13	..	..	..	..	28	280	64	372	..	..	..	..
Total	53	36	5	94	1	1	15	17	942	529	190	1,661	13	..	641	654
Police and Jail Schools	12	1	2	15	..	..	..	..	682	250	64	996	..	..	..	..
Grand Total	68	39	228	335	82	86	40	208	2,945	3,056	1,816	7,827	4,216	4,367	7,115	15,688

and from this table may be learnt the following facts :—

The addition of 127 new educational institutions in the three years is accounted for by the fact that 208 old ones have been discontinued and 335 new ones opened.

In Government Institutions there has been an increase of 217 and a discontinuance of 122, leaving a net addition of 95,

Except two, all the new Government Institutions were started during the year under report, and except seven, all these new Institutions were Lower Class Primary Schools for boys.

The seven exceptions are—1 College, 3 First Grade Anglo-Vernacular Schools, 2 Girls' Schools, and the Medical School at Poona.

As regards Government Primary Schools, 26 were discontinued in 1876-77 with a loss of 1,592 scholars and 21 were closed in 1877-78; but with a gain of 1,436 scholars, whilst the starting of 210 new schools in 1878-79 has been accompanied by a falling off of 4,965 students.

The largest number of Government Institutions had to be closed in 1876-77, the figures for that and the two following years being respectively 72, 36 and 14—total 122; and the institutions closed in the three years were—1 Normal School (Male), 1 Normal School (Female), 9 First Grade Anglo-Vernacular Schools, 11 Second Grade Anglo-Vernacular Schools, 47 Lower Class Primary Schools, 49 Night Schools, 3 Girls' Schools, and the Drawing School at Surat.

The falling off of scholars in Government Institutions has been principally in Colleges (78 in 1876-77 and 71 in 1878-79—total 149, against which must be set an increase of 44 in 1877-78), in Normal Colleges and Schools (Male) (in which the decrease has been continuous, 102, 56, and 36 in the three years respectively—total 194), in First Grade Anglo-Vernacular-Schools (in which the decreases were 563 in 1876-77 and 250 in 1877-78, but there was an increase of 189 in 1878-79) in Second Grade Schools (in which there has been a continuous decrease, viz., 239, 692 and 549 in the three years respectively—total 1,480), in Lower Class Primary Schools, the figures for which have been already stated, and in Night Schools (in which the decrease has been steady, 947 in 1876-77, 264 in 1877-78, and 263 in 1878-79—total 1,474).

The only satisfactory returns are those of the High Schools (which have been increased 3 in number, and in which the number of students has increased in the three years, 696, 146 and 80 respectively—total 920), of Girls' Schools (in which the attendance has increased each year, viz., 58 in 1876-77, 480 in 1877-78, and 410 in 1878-79, although three schools have been discontinued and only two new ones opened), and of the School of Art (in which there has been a gradual increase of pupils, amounting for the three years to 53).

In Aided Institutions the only considerable falling off in the numbers of scholars has been in High Schools (but this was in one year only, viz., 1,028 in 1877-78; in the other two years the numbers in these schools slightly increased), in Lower Class Schools (in which there has been a steady fall, 193 in 1876-77, 271 in 1877-78, and 526 in 1878-79—total 990; but the number of such schools has in the meantime been reduced by 13), and in Indigenous Schools (in which there was a decrease of 1,001 scholars in 1876-77 and of 739 in 1877-78; but a small increase of 159 in the year under report.)

In Inspected Schools which receive no aid from Government there has been an increase in the numbers attending every grade. In Lower Class Boys' Schools there was, however, a decrease of 492 scholars and of 11 schools in 1878-79 to set against the increase of 42 such schools and 625 scholars in 1876-77 and of 27 schools and 105 scholars in 1877-78.

14. Amongst both the Aided and the Inspected Schools the returns for Girls' Schools are most satisfactory, showing for the former an increase of 678 girls and for the latter of 372 in the three years, so that including Government Girls' Schools there were 1,998 more girls attending schools in 1878-79 than in 1875-76.

15. From the distribution list, given in para. 14 of the Director of Public Instruction's Report, it appears that whilst in the year under report there has been a slight increase (682) of scholars in the Central Division and a more considerable increase (4,016) in the Southern Division, there has been everywhere else a decrease, viz., of 3,008 in the North-east Division, of 6,219 in the Northern Division, and of 760 in Sind. Amongst the districts the decreases have been largest in Káthiáwár (3,921), in Khándesh (2,543), in Kaira (1,285), in Broach (650), and in Rátnagiri (566). In Sind the decrease, both of schools and of scholars, has continued steadily for the last three years, the numbers being for 1876-77 schools 9 and scholars 676; for 1877-78 schools 28 and scholars 453; and for 1878-79 schools 88, scholars 760.

The only noticeable increases during the year under report are in Dhárwár, Kaládgi and Belgaum, in which the numbers of scholars rose by 1,891, 660, and 593 respectively.

16. Further evidence of the check which education has received in this Presidency since 1875-76 is to be found in the fact, noticed by the Director of Public Instruction in his 19th para., that the number of candidates for Matriculation has fallen from 1,225 in 1875 to 1,109 in 1876, 1,030 in 1877, and only 932 in 1878, notwithstanding that during the last two years increased facilities have been granted by the University to such candidates by allowing the examinations to be held at convenient centres in the mofussil.

17. Reviewing all these figures, as a whole, it is disappointing to find that not only has there not been any recovery in the year under report of the ground lost by the Educational Department in the previous two years, but the position of Government Institutions at the close of the year was less favourable than it has been at any time since 1875-76. The falling off is principally in the Primary Schools, but it is more or less general throughout the whole Department. It may, no doubt, to some extent be accounted for by the fact that the results of the late famine were still severely felt in some parts; but the Central Division and the Southern Division, which comprise the districts in which the famine occurred, show progress. In the Central Division the progress was small, but in the Southern Division, thanks to the praiseworthy exertions of the Acting Inspector Ráo Sáheb S. V. Patvardhan, whom the Governor in Council specially commends, it was very considerable. But the increase of 4,016 scholars in the Southern Division was not effected by bringing

ack the boys into the old schools, but by opening a large number of new schools n villages where they were most wanted. Thus 128 new schools were started n the Southern Division, but they were all in the Dhárwár and Belgaum Districts nd not in the Kánara and Kaládgi Districts, where excessive sickness prevailed, nd the Deputy Inspectors did not sufficiently exert themselves.

18. In the North and North-east Divisions there was a decrease in the umber of scholars in spite of large additions to the number of the existing schools. In Káthiáwár the large falling off of scholars is attributed to special causes, viz., he unusual amount of sickness arising in the year under report from cholera and malarious fever and the great losses which the people incurred through an excessive rainfall and locusts. In Kaira the decrease of scholars is attributed partly o the generally unfavourable circumstances of the year and partly to the hasty nd intemperate proceedings of the late Deputy Inspector Mr. Gopálji (since educed) in respect of checking free admissions. And in the Northern Division enerally Mr. Giles attributes the unsatisfactory numerical results of the year "not o famine, but to pressure caused by prevalent high prices and to a very severe and nusual sickness which has been general." Similar reasons are ascribed by the Inspector of the North-east Division, Mr. Giles, but as regards Khándesh the lecrease is said to be to a large extent merely nominal, as previous years' returns of that district were discovered to be fraudulent and fictitious, and to be also partly due to a raising of the fees to the same level as in other districts similarly circumstanced. In Sind, Mr. Hart Davies reports: "Primary education has been injuriously affected by bad seasons and scarcity."

19. But while His Excellency the Governor in Council is ready to admit that the unfortunate results of the year are in a large measure due to general causes of depression and sickness, and to certain special causes affecting particular districts, he is constrained nevertheless to the conclusion that the warning conveyed in last year's Resolution, that redoubled efforts will be necessary on the part of all officers concerned in order to maintain education in this Presidency in the position which it had previously gained, has not been sufficiently heeded. The instance of Kaira shows perniciously the condition of the schools of a district may be affected by a local officer whose orders are ill-considered, or impolitic, and inactivity is admitted to have resulted in Kaládgi and Kánara in stagnation. These examples sufficiently attest the necessity for energetic supervision and unremitting exertion on the part both of the civil officers and also especially of the educational officers themselves, if any improvement is to be attained, and Government trust that the Commissioners and the Collectors of the different divisions will give their earnest attention to this matter, and devise in communication with the Director of Public Instruction and his subordinates such measures as will remove any defects or reasonable causes of complaint in the existing school-system, and give a fresh *impetus* to the work of the Department. This injunction applies with double force to the Province of Sind, where the returns are unsatisfactory.

20. With regard to the opening of new schools in spite of decreasing attendance in those already established, it must, of course, be borne in mind that the demand for new schools in one district or division may be quite legitimate, or in one part of a district or even of the sub-division of a district notwithstanding that some of the existing schools elsewhere are declining. Where, therefore, a real want is supplied by the starting of new schools and especially where new schools can be opened as they were in the year under report in the Southern Division without additional expense, the general decrease in the number of scholars attending existing schools is not a reason for refraining from establishing new ones. It is a great thing to bring schools closer and closer to the doors of the people, which result is probably arrived at by the opening of new schools. Very possibly the fact of their being somewhat too distant may have caused the attendance to fall off in some schools. Nevertheless the Governor in Council hopes that while the new schools are tolerably well attended, no efforts will be spared to ensure the old schools being maintained at their former numbers. The Governor in Council would, however, add that the decrease is not really so great as it might at first sight seem to be; for the diminution in Khándesh simply arises from a rectification of returns, and in Kaira from a

particular misapprehension on the part of an Educational Officer. These two districts account for the greater part of the decrease.

21. The returns of University degrees obtained during the year under report are again satisfactory. For the F. E. A. 57 passed against 61 the year previous; for the B. A. 42 against 30; and for the M. A. 9 against 3. In Law 6 passed for the LL.B. against 4 the year previous. In Medicine for the 1st L. M. and S. 24 passed against 21 and for the L. M. and S. 19 against 20. In Engineering 18 passed for the 1st L. C. E. against 17 the year previous and 16 for the L. C. E. against 11.

The Comparative Table of the results of the higher examinations held by the University since its foundation, given in para. 21 of the Director of Public Instruction's Report, in the form prescribed in para. 10 of the Government Resolution on his report for 1877-78, is very interesting. It shows a steady increase year by year both in the number of candidates presented and in the number who passed. There were more candidates (372) in the year under report than in any previous year, except 1875-76, and the number passed (185) was larger than it has ever yet been.

22. The attendance at the Elphinstone College has much decreased since 1874-75. In that year there were 245 students, but the number fell to 226 in 1875-76, to 203 in 1876-77, to 186 in 1877-78, and to 166 in 1878-79. In the Law Class also the number of students was less in the year under report by 24 than in the previous year. This diminution is, no doubt, chiefly ascribable, as the Director of Public Instruction suggests, to the depression of trade and of professional business generally, but as regards the Elphinstone College it is also due to some extent to the greater strictness now exercised in respect of (1) the admission of free students, and (2) the continuance in the College of students who fail to pass examinations. The restrictions imposed appear to be expedient, and the decline in the number of students, so far as it is due to them, is not to be regretted. The numerical decrease does not affect the confidence felt by the Governor in Council in the management of the College by its present very able Principal.

23. There has been a satisfactory improvement in the number of students at the Deccan College (89 against 71 the previous year), and the starting of the Gujarát College at Ahmedabad towards the end of the year with a class of 7 under graduates is a subject for congratulation. The number of students attending the Grant Medical College fell from 326 in 1877-78 to 231 in the year under report, but this was chiefly due to the abolition of the vernacular classes in favour of the new Medical Schools at Poona and Ahmedabad, the former of which was inaugurated with much success in November 1878. At the close of the year there were 76 students in this school, of whom a large proportion were new pupils who joined in addition to the classes transferred from the Grant Medical College.

In the Civil Engineering College and in the Sir J. J. School of Art there were again an increased number of students. In the former the two new Forest and Agricultural classes instituted under the orders of Government attracted respectively 10 and 32 students.

24. The success of the students of the Civil Engineering College at the University Examinations was particularly marked, and is very creditable to the Principal and Professors of that College. The other Government Colleges were fairly successful in this test of the efficiency of their teaching, and of the Aided Colleges St. Xavier's College held a high place in this respect.

25. Of the 932 candidates who presented themselves for Matriculation the number who passed, 261, is much larger proportionately than it was in the previous two years. The increased number of successful candidates came, however, from schools for Europeans and Eurasians, Mission Schools and Private Schools, and not from the Government High Schools. The latter passed 8 less than the previous year, notwithstanding that the Elphinstone School passed 8 more than it did in 1877-78. The Ahmedabad High School fell short by 8 of its previous number, and the Kolhápur and Ratnágiri Schools by 4 each. On the other hand the schools for Europeans and Eurasians passed 9 more, the Mission Schools 10

more, and the Private Schools 29 more, respectively, than in the previous year. These results are not to the credit of the Government Institutions, and His Excellency the Governor in Council trusts that the next year's report will give evidence that every possible effort has been made to regain their position in the list. Owing to the holding of the Matriculation Examination for Sindhi students at Kurrachee instead of in Bombay, 36 candidates appeared at the examination against only 11 in the previous year and 15 passed against 6 the previous year. For the Province of Sind the new arrangement of holding local examinations is no doubt extremely convenient.

26. Government regret to observe that the number of Muhammadans under education has fallen still more considerably in the year under report than even in the previous year. It was reduced by 700 in 1877-78 and by 2,018 in 1878-79, and now forms only 10 per cent. of the entire number of children in schools connected with Government. In Sind, although the Mussalman population is, as a rule, in indigent circumstances, the proportion of Mussalman to Hindu students exceeded 43 per cent., but elsewhere, with a few noteworthy exceptions, the Muhammadan (Hindustáni) schools show no vitality. The exceptions are the schools at Ahmednagar, Násik and Karád which are reported to be in a really efficient state. The 27 Hindustáni schools in the Central Division are also said to show a decided increase in efficiency, although the numbers attending them have fallen from 2,707 to 2,635.

In the twenty years since the opening of the University the Muhammadans of this Presidency can count only 37 students who have matriculated, and the returns unfortunately do not show that any progress is being made by them in this respect. The Director of Public Instruction states, however, that he is in correspondence with some of the leading Mussalmans of the Presidency with a view that that community may in future show better results in the Matriculation Examinations, and Government trust that Mr. Chatfield's endeavours will meet with success. It is a matter in which he should receive the cordial support of all local officers.

27. It is a striking proof of the intelligent care bestowed by Pársis upon the education of their children, that in the same period no less than 762 of this race have matriculated. The number of Pársi children attending schools connected with Government showed a slight improvement in the year under report, but not such as to compensate for the large falling off in the previous year.

28. The year under report shows a considerable decrease both in the number of night schools and in the number of pupils attending them. It is reported that these schools are being gradually closed throughout the Northern Division, as it is found that they are not attended by grown-up people but by boys who might very well attend day schools. In the other divisions also these schools appear to be on the decline. His Excellency in Council considers that in appropriate positions and in places where there is a class of people, whether old or young, who are desirous of receiving education but cannot attend school in the day-time, they serve a most useful purpose, and they should be encouraged and supported by the Educational Department.

29. There has been an increase of 120 in the number of Cess Schools, but falling off of 1,956 in the number of children attending them in the year under report. The proportion of the children of cess-payers who attend the Vernacular Schools of this class continues at 63 per cent. which is tolerably satisfactory.

30. Upon the whole though the decrease is found to be partly nominal and not so much as might at first sight appear still there is some slight decrease really, and the results of the year under review are regarded by the Governor in Council with some disappointment. Primary education has slightly retrograded and decline or want of vitality characterized many of the educational institutions of the Presidency.

The main cause is, no doubt, the agricultural and commercial depression and the epidemics of various sorts, which have existed first in one part then in another part of the Presidency, till the whole country became involved in misfortune. The Governor in Council is unwilling to believe, indeed cannot bring

himself to think, that the poverty of result is owing to any want of zeal or ability on the part of the Educational Officers themselves as a body. On the other hand in some parts of the country education has been sustained during the year, despite depression, by the efforts of particular officers, while in at least one and probably two notable cases, the falling off is due to the faults of particular officers. Moreover the Governor in Council is far from satisfied that the civil officers in each district sufficiently realize their responsibilities for co-operation with the Educational Officers in the promotion of primary education. In the Resolution passed upon last year's report the Governor in Council adverted to the above points, and will now take further steps to ensure additional attention in any district where they may seem to have been inadequately regarded. The Director (Mr. Chatfield) is doubtless aware of the responsibility which attaches to him as executive head of the department, a responsibility which is far greater than in those Provinces where much of the executive work is done by the Civil Officers, while the Educational Officers form an inspecting agency. The Governor in Council feels sure that Mr. Chatfield will himself set the highest example of energy in establishing the department in the position it held before the recent distress, and will see that all his officers, without any exception, put forth all the efforts that may be necessary in concert with the civil authorities, whose strenuous co-operation the Governor in Council will insist upon having.

•J. R. NAYLOR,

Acting Chief Secretary to Government.

To

The Director of Public Instruction,
The University Registrar,
The General Department of the Secretariat,
The Government of India. (By letter.)
The Secretary of State for India. (By letter.)
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
All Collectors,
The Editors' Table.
The Commissioner in Sind.

No. 74.

EDUCATIONAL DEPARTMENT.

ombay Castle, 21st January 1880.

Letter from the Director of Public Instruction, No. 3406, dated the 29th October 1879—
Submitting a copy of the report on Public Instruction for 1878-79, and requesting the usual permission of Government for its publication at an early date; requesting also the review of Government on the report so that it may be printed with it, and intimating that the tables required by the Government of India will be forwarded hereafter.

RESOLUTION.—His Excellency the Governor in Council desires to record the following remarks on the educational report for the last official year 1878-79.

The income available for expenditure in the Educational Department in the year 1878-79 was Rs. 77,841 less than in the preceding year. In Local Funds there was an increase of Rs. 14,355, but in Provincial Funds there was a large decrease of Rs. 92,196.

2. The increase in Local Funds is perceptible in all those Funds except two, and is particularly satisfactory in respect of (1) Fees, in which it amounts to Rs. 7,605, due partly to larger receipts and partly to the re-imposition of fees remitted in vernacular schools during the famine, and in respect of (2) Municipal assignments, in which it amounts to Rs. 6,053, due principally to an additional assignment by the Bombay Municipality towards primary schools, and in respect of (3) Funds of Native States which have been swelled by an addition of Rs. 10,807 on account of the opening of 55 new schools in the Native States of the Northern Division.

3. Against a total increase of Rs. 30,792 in Local Funds there has to be set off a small decrease in popular subscriptions of Rs. 535, and a large diminution of Rs. 15,902 in cess receipts. This latter decrease is, however, apparent only, as in the year 1877-78 there had been a very large increase of nearly a lakh and a quarter, due to the recovery of arrears of the previous year. The cess receipts during the last five years have been as follows:—

A.D. 1874-75 ...	...	...	Rs. 6,99,807
„ 1875-76 ...	...	...	„ 7,18,334
„ 1876-77 ...	...	...	„ 6,07,599
„ 1877-78 ...	...	...	„ 7,29,554
„ 1878-79 ...	...	...	„ 7,13,652

so that in the year under report they reached within Rs. 5,000, what they were in 1875-76, the year before the famine.

4. The income from Provincial Funds is taken to be the precise amount expended during the year from Provincial Revenues, *minus* Departmental Receipts, *i. e.*, in the year under report Rs. 12,80,517—Rs. 2,28,789 = Rs. 10,51,728. This, as above stated, is Rs. 92,196 less than in the year 1877-78, and this large decrease is distributed over almost every item of expenditure. In the costs of direction and inspection there was a diminution of nearly Rs. 24,000, due to several officers being absent on leave, the charges for the University were more than Rs. 10,000 less than in the previous year owing to savings in the cost of the establishment and to the grant for the University Examiners having been reduced from Rs. 30,000 to Rs. 20,000, and grants-in-aid were made to the extent of over Rs. 56,000 less than in 1877-78 when special grants for the endowments of the Máhim Orphanage and the Cathedral Choir School were sanctioned.

5. But although the expenditure on education from the Provincial Revenues amounted to Rs. 10,51,728 only, the total expenditure from all sources during the year was Rs. 29,81,611. This sum is made up as follows :—

Provincial Funds	Rs.	10,51,728
Local Funds	„	12,40,366
Funds derived from private sources and expended by Native States	„	6,89,517

So that, in general terms, it may be said that the expenditure on education in this Presidency amounted, in the year under report, to 30 lakhs, of which 10½ were derived from the Provincial Revenues, 12½ from Local Funds, and 7 from sources not under the control of Government, or of its officers. This was Rs. 77,368 less than the total expenditure in the previous year.

6. The expenditure from Local Funds, as compared with the income from that source, was in 1878-79 Rs. 12,40,366 against Rs. 13,11,261, showing an excess of Rs. 70,895 of receipts over expenditure.

7. The Governor in Council considers the statement of the receipts and expenditure of the Educational Department during the year 1878-79, as above reviewed, to be very satisfactory.

8. Grants-in-aid on the system of payment by results were awarded to the amount of Rs. 63,310, which was less by Rs. 1,269 than in the previous year. The schools for Europeans and Eurasians earned Rs. 1,826, and Colleges Rs. 525 more than in 1877-78. The Governor in Council would have been glad if a similar record could have been made regarding the schools for natives.

9. The sales at the Book Depôts appear to have fallen off all over the Presidency. This is ascribed by the Director of Public Instruction to the depression which the schools must, the Governor in Council fears, have recently felt, in common with all other institutions and all the varied interests, in the country at large. This is a point which should engage the Director's careful attention with a view to the removal of all preventible causes of a decline in the utility of these establishments. In 1877-78 the falling off in the receipts was even greater than in 1878-79.

The loss of over Rs. 5,000 by the dishonesty of the Depôt Agent at Dhárwár has led, under the orders of Government, to a thorough examination of the accounts and stock-in-hand of all the other depôts. The Governor in Council trusts that the Director of Public Instruction will see that the future annual examinations of the depôts are made, and that their results are reported in such a manner as to provide a real check against any dishonesty on the part of the agents in charge of them.

10. Looking to the results of the year under report Government regret to observe that whilst the number of educational institutions has increased by 188, the number of scholars has decreased by 5,289. This considerable decrease in the number of scholars is in itself a very serious fact, but following as it does upon two years in which there had been a similar decrease of 1,271 and 1,301 respectively, on the years immediately preceding, it calls for close examination. In the last two years there had been a simultaneous decrease in the number of schools and of scholars; but in the year under report the large decrease of scholars occurred in spite of an unusually large increase in the number of schools. In 1876-77 the number of schools was lessened by 14 and in 1877-78 by 47, but the general result of the three years is, as the Director of Public Instruction states, that "since 1875-76 we have gained 127 schools but lost 7,861 children."

11. The figures showing the number of educational institutions and scholars for the last six years, in the form desired in para. 4 of the Government Resolution on the Director of Public Instruction's report for 1877-78, are given in para. 17 of his present report, and it appears from them that up to and inclusive of the year 1875-76 there was a steady increase year by year both in the number of institutions of all descriptions and in the number of scholars attending them. The annual increase in the number of scholars exceeded

10,000 and in 1875-76 was more than 12,000. If this rate of progress had been maintained the number of scholars in 1878-79 would have been 30,000 or 35,000 more than in 1875-76 instead of being as it is, nearly 8,000 less.

12. Bringing together the figures of the last three years, the following Table is obtained :—

	Schools.								Scholars.							
	Increase.				Decrease.				Increase.				Decrease.			
	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878 79.	Total.	1876-77.	1877-78.	1878-79.	Total.
Government Institutions ..	2	.	215	217	72	36	14	122	769	2,131	775	3,675	3,548	1,262	5,904	10,714
Aided do.	1	2	6	9	9	49	11	69	558	146	797	1,495	655	3,095	570	4,320
Inspected do. .. .	53	36	5	94	1	1	15	17	942	529	190	1,661	13	.	641	654
Police and Jail Schools	12	1	2	15	..	.	..	..	682	350	85	1,017	..		21	21
Totals	..	..	..	335		..	.	208	..	..		7,848	..		..	15,709
							Add Increase	127			Add Decrease	7,861				
								335				15,709				

And from this table it appears that whilst the aided institutions have been decreased in number and a consequent decrease in the number of their scholars has ensued, and an increase in the number of inspected schools has been followed by an increase in the number of scholars attending them, the Government Institutions alone have been largely increased in number; but at the same time show some falling off in the number of their scholars. The figures are :—

	Schools.		Scholars.	
	Increase.	Decrease.	Increase.	Decrease.
Government Institutions*... ...	95	.....	.....	7,039
Aided do.	.. ...	60	.....	2,825
Inspected do.	77	.....	1,007	.....

* An increase of 15 in the number of Police and Jail Schools has been attended with an increase of 996 in the number of persons attending those schools; but schools of this class are quite distinct from the ordinary Government Institutions.

13. The following Table shows in what grades of schools the increases and decreases of the last three years have taken place :—

	Schools.								Scholars.							
	Increase.				Decrease.				Increase.				Decrease.			
	1876-77	1877-78	1878-79.	Total	1876-77.	1877-78.	1878-79.	Total	1876 77	1877-78	1878 79	Total.	1876-77	1877 78.	1878-79.	Total.
Government Institutions.																
Colleges, Arts, Law, Medicine, and Engineering .. .	.		1	1	..	.	.	.	.	44	.	44	78	..	71	149
Engineering School, Hyderabad .. .	.	.	..	..	..	..			2			2	..	..	4	4
Normal Colleges and Schools (Male) .	.	.	.	..	..	1		1	.	.	..		102	56	36	194
Do. do. (Female) ..	..	.	..	..	.	..	1	1	3	2	..	5	..	..	5	5
School of Art	.	..	.	..	.	.	.	.	10	23	20	53	..	..	..	..
Industrial School, Dhárwár		..	..	..	.	..		..	..	..	.	..	10	..	11	21
Schools for Boys—																
High Schools	2	..	1	3	..	.	..	.	696	146	80	922	..	..	..	..
First Grade Anglo-Vernacular Schools .	..	..	..	..	6	3	..	9	..	.	189	189	563	250	..	813
Second do. . do. .. .	..	..			3	3	5	11	..		.		239	692	549	1,480
Lower Class, Primary	..	..	210	210	26	21	..	47	.	1,436	..	1,436	1,592	..	4,955	6,547
Night Schools	..	..	.	.	39	8	8	49	..	..	..	..	947	264	263	1,474
Schools for Girls	..	.	2	2	3	..	..	3	58	480	410	948	.	..	..	..
Drawing School, Surat..	..	..	..	..	1	.	..	1	..	..	..	..	17	..	..	17
Medical School, Poona..	..	..	1	1	..		..	..	..	..	76	76	..	..	..	..
Total ..	2	..	215	217	72	36	14	122	769	2,131	775	3,675	3,548	1,262	5,904	10,714

	Schools.								Scholars.							
	Increase.				Decrease.				Increase.				Decrease.			
	1876-77.	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.	1876-77	1877-78.	1878-79.	Total.	1876-77.	1877-78.	1878-79.	Total.
Private Institutions receiving Aid from Government																
Colleges (Arts)	..	..	..	..	..	..	.	..	..	1	1	2	33	..	..	33
David Sassoon's Industrial and Reformatory Institution	..	..	.	..	..	..		..	..	12	13	25	1	..	..	1
Schools for Boys—																
High Schools	..	..	2	2	..	4		4	107	..	105	212	..	1,028	..	1,028
First Grade Anglo-Vernacular Schools		..	2	2	3	..	..	3		..	360	360	278	39	..	317
Second do. do.		..	..	..	2		..	2	20	10		30	..	..	40	40
Lower Class		..	..	..	4	5	4	13	..	..	..	..	193	271	526	990
Indigenous Schools		..	..	..		39	7	46	.	.	159	159	100	1,739	..	1,839
Night Schools		..	..	..		1	..	1					50	18	4	72
Schools for Girls	1	2	1	..		.	..	..	425	133	130	678	..	..	..	..
Drawing School, Surat	..		1	1	.	..	..	..		..	29	29		..	..	..
Total	1	2	6	9	9	49	11	69	552	146	797	1,495	655	3,095	570	4,320
Private Institutions not receiving Aid, but under Inspection only																
Normal Schools (Male)		..	1	1	.	..		..	4	3	53	60	..	..	..	..
High Schools		..	1	1	..	..	..	..	..	90	73	163	13	..	.	13
Middle Class				.	1	1	3	5	125	3		128	.	..	97	97
Lower Class (Boys)	42	27	..	69	..	..	11	11	625	105	..	730	..	..	492	492
Night Schools	6	4		10	..	..	1	1	160	48	..	208	..	..	52	52
Female Schools	5	5	3	13			..	..	28	280	64	372	..	..	..	..
Total	53	36	5	94	1	1	15	17	942	529	190	1,661	13	..	641	654
Police and Jail Schools	12	1	2	15	..		..	.	682	250	64	996		..	..	..
Grand Total	68	39	228	335	82	86	40	208	2,945	3,056	1,826	7,827	4,216	4,357	7,115	15,688

and from this table may be learnt the following facts :—

The addition of 127 new educational institutions in the three years is accounted for by the fact that 208 old ones have been discontinued and 335 new ones opened.

In Government Institutions there has been an increase of 217 and a discontinuance of 122, leaving a net addition of 95.

Except two, all the new Government Institutions were started during the year under report, and except seven, all these new Institutions were Lower Class Primary Schools for boys.

The seven exceptions are—1 College, 3 First Grade Anglo-Vernacular Schools, 2 Girls' Schools, and the Medical School at Poona.

As regards Government Primary Schools, 26 were discontinued in 1876-77 with a loss of 1,592 scholars and 21 were closed in 1877-78; but with a gain of 1,436 scholars, whilst the starting of 210 new schools in 1878-79 has been accompanied by a falling off of 4,965 students.

The largest number of Government Institutions had to be closed in 1876-77, the figures for that and the two following years being respectively 72, 36 and 14—total 122; and the institutions closed in the three years were—1 Normal School (Male), 1 Normal School (Female), 9 First Grade Anglo-Vernacular Schools, 11 Second Grade Anglo-Vernacular Schools, 47 Lower Class Primary Schools, 49 Night Schools, 3 Girls' Schools, and the Drawing School at Surat.

The falling off of scholars in Government Institutions has been principally in Colleges (78 in 1876-77 and 71 in 1878-79—total 149, against which must be set an increase of 44 in 1877-78), in Normal Colleges and Schools (Male) (in which the decrease has been continuous, 102, 56, and 36 in the three years respectively—total 194), in First Grade Anglo-Vernacular-Schools (in which the decreases were 563 in 1876-77 and 250 in 1877-78; but there was an increase of 189 in 1878-79) in Second Grade Schools (in which there has been a continuous decrease, viz., 239, 692 and 549 in the three years respectively—total 1,480), in Lower Class Primary Schools, the figures for which have been already stated, and in Night Schools (in which the decrease has been steady, 947 in 1876-77, 264 in 1877-78, and 263 in 1878-79—total 1,474).

The only satisfactory returns are those of the High Schools (which have been increased 3 in number, and in which the number of students has increased in the three years, 696, 146 and 80 respectively—total 920), of Girls' Schools (in which the attendance has increased each year, viz., 58 in 1876-77, 480 in 1877-78, and 410 in 1878-79, although three schools have been discontinued and only two new ones opened), and of the School of Art (in which there has been a gradual increase of pupils, amounting for the three years to 53).

In Aided Institutions the only considerable falling off in the numbers of scholars has been in High Schools (but this was in one year only, viz., 1,028 in 1877-78; in the other two years the numbers in these schools slightly increased), in Lower Class Schools (in which there has been a steady fall, 193 in 1876-77, 271 in 1877-78, and 526 in 1878-79—total 990; but the number of such schools has in the meantime been reduced by 13), and in Indigenous Schools (in which there was a decrease of 1,001 scholars in 1876-77 and of 739 in 1877-78; but a small increase of 159 in the year under report.)

In Inspected Schools which receive no aid from Government there has been an increase in the numbers attending every grade. In Lower Class Boys' Schools there was, however, a decrease of 492 scholars and of 11 schools in 1878-79 to set against the increase of 42 such schools and 625 scholars in 1876-77 and of 27 schools and 105 scholars in 1877-78.

14. Amongst both the Aided and the Inspected Schools the returns for Girls' Schools are most satisfactory, showing for the former an increase of 678 girls and for the latter of 372 in the three years, so that including Government Girls' Schools there were 1,998 more girls attending schools in 1878-79 than in 1875-76.

15. From the distribution list, given in para. 14 of the Director of Public Instruction's Report, it appears that whilst in the year under report there has been a slight increase (682) of scholars in the Central Division and a more considerable increase (4,016) in the Southern Division, there has been everywhere else a decrease, viz., of 3,008 in the North-east Division, of 6,219 in the Northern Division, and of 760 in Sind. Amongst the districts the decreases have been largest in Káthiáwár (3,921), in Khándesh (2,543), in Kaira (1,285), in Broach (650), and in Rátnagiri (566). In Sind the decrease, both of schools and of scholars, has continued steadily for the last three years, the numbers being for 1876-77 schools 9 and scholars 676; for 1877-78 schools 28 and scholars 453; and for 1878-79 schools 88, scholars 760.

The only noticeable increases during the year under report are in Dhárwár, Kaládgi and Belgaum, in which the numbers of scholars rose by 1,891, 669, and 593 respectively.

16. Further evidence of the check which education has received in this Presidency since 1875-76 is to be found in the fact, noticed by the Director of Public Instruction in his 19th para., that the number of candidates for Matriculation has fallen from 1,225 in 1875 to 1,109 in 1876, 1,030 in 1877, and only 932 in 1878, notwithstanding that during the last two years increased facilities have been granted by the University to such candidates by allowing the examinations to be held at convenient centres in the mofussil.

17. Reviewing all these figures, as a whole, it is disappointing to find that not only has there not been any recovery in the year under report of the ground lost by the Educational Department in the previous two years, but the position of Government Institutions at the close of the year was less favourable than it has been at any time since 1875-76. The falling off is principally in the Primary Schools, but it is more or less general throughout the whole Department. It may, no doubt, to some extent be accounted for by the fact that the results of the late famine were still severely felt in some parts; but the Central Division and the Southern Division, which comprise the districts in which the famine occurred, show progress. In the Central Division the progress was small, but in the Southern Division, thanks to the praiseworthy exertions of the Acting Inspector Ráo Sáheb S. V. Patvardhan, whom the Governor in Council specially commends, it was very considerable. But the increase of 4,016 scholars in the Southern Division was not effected by bringing

back the boys into the old schools, but by opening a large number of new schools in villages where they were most wanted. Thus 128 new schools were started in the Southern Division, but they were all in the Dhárwár and Belgaum Districts and not in the Kánara and Kaládgi Districts, where excessive sickness prevailed, and the Deputy Inspectors did not sufficiently exert themselves.

18. In the North and North-east Divisions there was a decrease in the number of scholars in spite of large additions to the number of the existing schools. In Káthiáwár the large falling off of scholars is attributed to special causes, viz., the unusual amount of sickness arising in the year under report from cholera and malarious fever and the great losses which the people incurred through an excessive rainfall and locusts. In Kaira the decrease of scholars is attributed partly to the generally unfavourable circumstances of the year and partly to the hasty and intemperate proceedings of the late Deputy Inspector Mr. Gopalji (since reduced) in respect of checking free admissions. And in the Northern Division generally Mr. Giles attributes the unsatisfactory numerical results of the year "not to famine, but to pressure caused by prevalent high prices and to a very severe and unusual sickness which has been general." Similar reasons are ascribed by the Inspector of the North-east Division, Mr. Giles, but as regards Khándesh the decrease is said to be to a large extent merely nominal, as previous years' returns of that district were discovered to be fraudulent and fictitious, and to be also partly due to a raising of the fees to the same level as in other districts similarly circumstanced. In Sind, Mr. Hart Davies reports: "Primary education has been injuriously affected by bad seasons and scarcity."

19. But while His Excellency the Governor in Council is ready to admit that the unfortunate results of the year are in a large measure due to general causes of depression and sickness, and to certain special causes affecting particular districts, he is constrained nevertheless to the conclusion that the warning conveyed in last year's Resolution, that redoubled efforts will be necessary on the part of all officers concerned in order to maintain education in this Presidency in the position which it had previously gained, has not been sufficiently heeded. The instance of Kaira shows perniciously the condition of the schools of a district may be affected by a local officer whose orders are ill-considered, or impolitic, and inactivity is admitted to have resulted in Kaládgi and Kánara in stagnation. These examples sufficiently attest the necessity for energetic supervision and unremitting exertion on the part both of the civil officers and also especially of the educational officers themselves, if any improvement is to be attained, and Government trust that the Commissioners and the Collectors of the different divisions will give their earnest attention to this matter, and devise in communication with the Director of Public Instruction and his subordinates such measures as will remove any defects or reasonable causes of complaint in the existing school-system, and give a fresh *impetus* to the work of the Department. This injunction applies with double force to the Province of Sind, where the returns are unsatisfactory.

20. With regard to the opening of new schools in spite of decreasing attendance in those already established, it must, of course, be borne in mind that the demand for new schools in one district or division may be quite legitimate, or in one part of a district or even of the sub-division of a district notwithstanding that some of the existing schools elsewhere are declining. Where, therefore, a real want is supplied by the starting of new schools and especially where new schools can be opened as they were in the year under report in the Southern Division without additional expense, the general decrease in the number of scholars attending existing schools is not a reason for refraining from establishing new ones. It is a great thing to bring schools closer and closer to the doors of the people, which result is probably arrived at by the opening of new schools. Very possibly the fact of their being somewhat too distant may have caused the attendance to fall off in some schools. Nevertheless the Governor in Council hopes that while the new schools are tolerably well attended, no efforts will be spared to ensure the old schools being maintained at their former numbers. The Governor in Council would, however, add that the decrease is not really so great as it might at first sight seem to be; for the diminution in Khándesh simply arises from a rectification of returns, and in Kaira from a

particular misapprehension on the part of an Educational Officer. These two districts account for the greater part of the decrease.

21. The returns of University degrees obtained during the year under report are again satisfactory. For the F. E. A. 57 passed against 61 the year previous; for the B. A. 42 against 30; and for the M. A. 9 against 3. In Law 6 passed for the LL.B. against 4 the year previous. In Medicine for the 1st L. M. and S. 24 passed against 21 and for the L. M. and S. 19 against 20. In Engineering 18 passed for the 1st L. C. E. against 17 the year previous and 16 for the L. C. E. against 11.

The Comparative Table of the results of the higher examinations held by the University since its foundation, given in para. 21 of the Director of Public Instruction's Report, in the form prescribed in para. 10 of the Government Resolution on his report for 1877-78, is very interesting. It shows a steady increase year by year both in the number of candidates presented and in the number who passed. There were more candidates (372) in the year under report than in any previous year, except 1875-76, and the number passed (185) was larger than it has ever yet been.

22. The attendance at the Elphinstone College has much decreased since 1874-75. In that year there were 245 students, but the number fell to 226 in 1875-76, to 203 in 1876-77, to 186 in 1877-78, and to 166 in 1878-79. In the Law Class also the number of students was less in the year under report by 24 than in the previous year. This diminution is, no doubt, chiefly ascribable, as the Director of Public Instruction suggests, to the depression of trade and of professional business generally, but as regards the Elphinstone College it is also due to some extent to the greater strictness now exercised in respect of (1) the admission of free students, and (2) the continuance in the College of students who fail to pass examinations. The restrictions imposed appear to be expedient, and the decline in the number of students, so far as it is due to them, is not to be regretted. The numerical decrease does not affect the confidence felt by the Governor in Council in the management of the College by its present very able Principal.

23. There has been a satisfactory improvement in the number of students at the Deccan College (89 against 71 the previous year), and the starting of the Gujarát College at Ahmedabad towards the end of the year with a class of 7 under graduates is a subject for congratulation. The number of students attending the Grant Medical College fell from 326 in 1877-78 to 231 in the year under report, but this was chiefly due to the abolition of the vernacular classes in favour of the new Medical Schools at Poona and Ahmedabad, the former of which was inaugurated with much success in November 1878. At the close of the year there were 76 students in this school, of whom a large proportion were new pupils who joined in addition to the classes transferred from the Grant Medical College.

In the Civil Engineering College and in the Sir J. J. School of Art there were again an increased number of students. In the former the two new Forest and Agricultural classes instituted under the orders of Government attracted respectively 10 and 32 students.

24. The success of the students of the Civil Engineering College at the University Examinations was particularly marked, and is very creditable to the Principal and Professors of that College. The other Government Colleges were fairly successful in this test of the efficiency of their teaching, and of the Aided Colleges St. Xavier's College held a high place in this respect.

25. Of the 932 candidates who presented themselves for Matriculation the number who passed, 261, is much larger proportionately than it was in the previous two years. The increased number of successful candidates came, however, from schools for Europeans and Eurasians, Mission Schools and Private Schools, and not from the Government High Schools. The latter passed 8 less than the previous year, notwithstanding that the Elphinstone School passed 8 more than it did in 1877-78. The Ahmedabad High School fell short by 8 of its previous number, and the Kolhápur and Ratnágiri Schools by 4 each. On the other hand the schools for Europeans and Eurasians passed 9 more, the Mission Schools 10

more, and the Private Schools 29 more, respectively, than in the previous year. These results are not to the credit of the Government Institutions, and His Excellency the Governor in Council trusts that the next year's report will give evidence that every possible effort has been made to regain their position in the list. Owing to the holding of the Matriculation Examination for Sindhi students at Kurrachee instead of in Bombay, 36 candidates appeared at the examination against only 11 in the previous year and 15 passed against 6 the previous year. For the Province of Sind the new arrangement of holding local examinations is no doubt extremely convenient.

26. Government regret to observe that the number of Muhammadans under education has fallen still more considerably in the year under report than even in the previous year. It was reduced by 700 in 1877-78 and by 2,018 in 1878-79, and now forms only 10 per cent. of the entire number of children in schools connected with Government. In Sind, although the Mussalman population is, as a rule, in indigent circumstances, the proportion of Mussalman to Hindu students exceeded 43 per cent., but elsewhere, with a few noteworthy exceptions, the Muhammadan (Hindustáni) schools show no vitality. The exceptions are the schools at Ahmednagar, Násik and Karád which are reported to be in a really efficient state. The 27 Hindustáni schools in the Central Division are also said to show a decided increase in efficiency, although the numbers attending them have fallen from 2,707 to 2,635.

In the twenty years since the opening of the University the Muhammadans of this Presidency can count only 37 students who have matriculated, and the returns unfortunately do not show that any progress is being made by them in this respect. The Director of Public Instruction states, however, that he is in correspondence with some of the leading Mussalmans of the Presidency with a view that that community may in future show better results in the Matriculation Examinations, and Government trust that Mr. Chatfield's endeavours will meet with success. It is a matter in which he should receive the cordial support of all local officers.

27. It is a striking proof of the intelligent care bestowed by Pársis upon the education of their children, that in the same period no less than 762 of this race have matriculated. The number of Pársi children attending schools connected with Government showed a slight improvement in the year under report, but not such as to compensate for the large falling off in the previous year.

28. The year under report shows a considerable decrease both in the number of night schools and in the number of pupils attending them. It is reported that these schools are being gradually closed throughout the Northern Division, as it is found that they are not attended by grown-up people but by boys who might very well attend day schools. In the other divisions also these schools appear to be on the decline. His Excellency in Council considers that in appropriate positions and in places where there is a class of people, whether old or young, who are desirous of receiving education but cannot attend school in the day-time; they serve a most useful purpose, and they should be encouraged and supported by the Educational Department.

29. There has been an increase of 120 in the number of Cess Schools, but a falling off of 1,956 in the number of children attending them in the year under report. The proportion of the children of cess-payers who attend the Vernacular Schools of this class continues at 63 per cent. which is tolerably satisfactory.

30. Upon the whole though the decrease is found to be partly nominal and not so much as might at first sight appear still there is some slight decrease really, and the results of the year under review are regarded by the Governor in Council with some disappointment. Primary education has slightly retrograded and decline or want of vitality characterized many of the educational institutions of the Presidency.

The main cause is, no doubt, the agricultural and commercial depression and the epidemics of various sorts, which have existed first in one part then in another part of the Presidency, till the whole country became involved in misfortune. The Governor in Council is unwilling to believe, indeed cannot bring

himself to think, that the poverty of result is owing to any want of zeal or ability on the part of the Educational Officers themselves as a body. On the other hand in some parts of the country education has been sustained during the year, despite depression, by the efforts of particular officers, while in at least one and probably two notable cases, the falling off is due to the faults of particular officers. Moreover the Governor in Council is far from satisfied that the civil officers in each district sufficiently realize their responsibilities for co-operation with the Educational Officers in the promotion of primary education. In the Resolution passed upon last year's report the Governor in Council adverted to the above points, and will now take further steps to ensure additional attention in any district where they may seem to have been inadequately regarded. The Director (Mr. Chatfield) is doubtless aware of the responsibility which attaches to him as executive head of the department, a responsibility which is far greater than in those Provinces where much of the executive work is done by the Civil Officers, while the Educational Officers form an inspecting agency. The Governor in Council feels sure that Mr. Chatfield will himself set the highest example of energy in establishing the department in the position it held before the recent distress, and will see that all his officers, without any exception, put forth all the efforts that may be necessary in concert with the civil authorities, whose strenuous co-operation the Governor in Council will insist upon having.

J. R. NAYLOR,
Acting Chief Secretary to Government.

To

The Director of Public Instruction,
The University Registrar,
The General Department of the Secretariat,
The Government of India. (By letter.)
The Secretary of State for India. (By letter.)
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
All Collectors,
The Editors' Table.
The Commissioner in Sind.